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ABSTRACT

A bibliography of research concerning self-concept in young children is provided. All but a few entries are annotated. Annotations vary from a few lines to a page in length. The bibliography contains over 100 entries. (KM)

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THE STUDY OF SELF CONCEPT IN YOUNG CHILDREN

AN ANNOTATED BIBLIOGRAPHY

by

Carolyn Stern and Maryann Luckenbill

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Adkins, D.C. & Ballif, B.L. Factors of motivation in young children: Theoretical and empirical. American Psychological Association, Washington, D.C., 1970, ED 043 900.

A theoretical discussion of the Gumpgookies motivation test for preschool children presents five components: affective, conceptual, purposive, cognitive, and evaluative.

The test consists of pictures of imaginary figures called Gumpgookies. On each picture, two Gumpgookies are presented in a semi-structured situation, each engaged in behaviors that reflect different degrees of motivation to achieve. The child being tested is asked to select the Gumpgookie on each picture which is most like himself, or is doing what he would do.

After pilot testing, the data were subjected to extensive factor analysis and item clustering techniques to test the theoretical formulation. The items were revised and the format changed as a result of these analyses. The new instrument was administered to 1607 preschool children in 10 ethnic-cultural samples in the United States. Appropriate group forms were administered to 668 children in the first, second, and fourth grades in Hawaii. Following extensive data analysis, factors were identified for both sample populations, some of which needed further study. Ultimately, the study is directed to deriving a better foundation for teaching motivation to children at various ages and of different backgrounds. It is suggested that further research might well be based on improved techniques for clarifying substantive motivational factors. Two such tecnhiques are discussed. Exploratory efforts to teach motivation to preschool children are described.

Adkins, D. Measurement of motivation to achieve in pre-school children. Final Report. Honolulu: Hawaii University Educational Research and Development Center, 1968, ED 021 617.

A previous report (Ballif, 1967), describes the development of the Gumpgookies, a measure of school motivation for young children. The present paper is a report of the initial trial of a revised 200 item instrument. Item analyses and other statistical tests to determine the underlying factor structures were carried out, based on 68 children 4-5 years of age in Hawaii Head Start and 114 in private preschool settings. As a result of the analyses, 100 items were eliminated and the remaining items are to be used in further research.

Note: Whenever possible the author's own summary was adapted.

Alberti, J.M. Correlates of self-perception-in-school. American Educational Research Association, New York, 1971, ED 048 376.

This research assessed the relationship between the Self Perception in School (SPS) inventory and academic achievement, school behavior, and popularity of 656 children in 1st, 2nd, and 3rd grade in a suburban district. SPS was found to be significantly correlated with teachers' ratings of children's behavior and with reading achievement for four of the six grade x sex combinations and for three grade levels. There was no correlation with a sociometric measure of popularity except for Grade 3 girls and the total Grade 1 and 3 groups. Significant sex and grade effects in mean SPS scores were found. Significant sex effects and a trend toward grade effect in behavior ratings were also observed.

Anderson, H.E., Jr. Measurement of the development of young children. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1968.

Because of the difficulty inherent in preparing appropriate materials and obtaining meaningful direct responses with young children, scaling theory and rating scales are seen as offering viable techniques for assessment of early education programs. Admittedly there are serious problems involving interrater reliability, response set, and baseline comparability; the author maintains that adequate solutions may be found in careful attention to validation during scale development and the use of non-metric, multi-dimensional scaling procedures for analysis of data.

Anderson, H.E., Jr., Bashaw, W.L., Johnson, C.E., and Findley, W.G. The structure of behavioral maturity at the preschool level. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1968.

Kim's Behavioral Maturity Scale (BMS), a rating device originally used by teachers of second grade children, was given to 58 3-year olds, 56 4-year olds and 56 5-year old preschoolers. The BMS, consisting of 3 sets of 6 items, each rated on a 5-point scale, delineates 3 separate factors: academic, emotional, and social maturity. All of these are highly related to academic achievement criteria.

Whereas factor analyses of data from second graders produced three factors, each highly related to academic achievement criteria, task completion, which with older children was highly related to maturity, fell out as a separate fourth factor with the youngest age group.

Armstrong, J.G. Intellectual competence and coping behavior in preschool children. Dissertation Abstracts, 1969, 29 (12-B), 4837-4838.

Since there is so little concrete information available about the relationship between patterns of intellectual competencies and coping behavior, the hypothesis-testing method of investigation is both inappropriate and impractical. Therefore, a method of inquiry was adopted which involved comparison of multiple measures on a small number of cases in order to generate more differentiated hypotheses based on carefully detailed observations.

Four measures tapped conceptually distinct areas of intellectual functioning in 60 nursery school children from a wide range of socioeconomic conditions. The measures used were the Stanford-Binet Vocabulary subtest as a test of verbal competence; the Harris Draw-a-Man test as a nonverbal index of conceptual competence concerning social objects; the Block Design subtest of the WISC, a test of perceptual-motor competence; and the Tests of Logical Reasoning, an estimate of competence in logical operations. Each child's pattern or "profile" of scores on the above four tests was correlated with Q-sort descriptions of his specific ways of coping with two contrasting standard situations: an intellectually demanding Stanford-Binet testing session where action was restricted by the adult, and a permissive and perceptually stimulating Free Play experience.

The association between test score profiles and coping characteristics was found to be consistent both before and after the 10-week nursery school program. Children with test profiles involving low scores on the Vocabulary and/or Draw-a-Man tests and average range scores on the remaining tests were rated as responding defensively to the standard situations. Children with test profiles involving either all-average or all-low test scores received non-defensive coping ratings. Children with similar test score profiles showed similar coping styles, regardless of socioeconomic status. An investigation of the relationship between particular child-rearing and personality variables and test score profiles was suggested.

Aronfreed, J. Imitation and identification, an analysis of some affective and cognitive mechanisms. Presented at the Society for Research in Child Development, Biennial Meeting, New York, 1967.

There are many ways in which a child may imitate the behavior of others, without showing anything like exactitude of match with that of the model. Yet it is very common to see children imitate a detailed sequence of relatively idiosyncratic or expressive behavior after only a few observations. This imitative behavior is produced under conditions where it is obvious that the reproduction could not previously have been subjected to external social reinforcement and without even those cues which might be provided by the presence of the model. These characteristics of imitative behavior seem to indicate that children can form a cognitive template of the model's behavior fairly rapidly. This template serves the function of storage and retrieval for overt performance. Imitation may have intrinsically reinforcing properties which derive from the affective value the child attaches to the model. Behavioral dispositions established by direct social reinforcement have considerable latitude as to the precise form they may take, because socializing agents do not

make their reinforcement selectively contingent on the exact topography of the child's acts. Imitation on the basis of observational learning tends to reproduce the behavioral properties of a model more exactly, because its intrinsic reinforcement value is differentially determined by its fidelity to those precise features of the model's behavior to which affective value has been most closely attached during the observation of the model. An adequate account of the phenomena of socialization requires the researcher to go beyond the representational functions of cognitive processes, and to consider also their evaluative functions.

Aspy, D.N. The effect of teacher inferred self-concept upon student achievement. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, 1969.

The relationship between teacher's levels of Inferred Self Concept (ISC) and the cognitive growth of their students was investigated with 120 3rd grade students matched for sex and IQ. Cognitive growth was determined by pre and post testing with the Word Meaning, Paragraph Meaning, Spelling, Word Study Skills and Language subtests of the Stanford Achievement Test. The 6 levels of the ISC were determined by 3 raters who completed Parker's Self Concept Checklist after observing each teacher for one hour. The levels of the ISC were related positively to the students' cognitive growth at the .01 level of significance on 4 of the 5 subtests and also on the total gain score. The study supported the general hypothesis that there is a positive relationship between the levels of teacher self concept and the cognitive growth of the students. In particular, the need is pointed up for assessing teachers on other than intellective indexes.

Atkinson, J.W. (Ed.) Motives in fantasy, action and society. Princeton, New Jersey: Van Nostrand, 1958.

Atkinson, J.W. An introduction to motivation. Princeton, New Jersey: Van Nostrand, 1964.

Atkinson, J.W. & Feather, N.T. (Eds.) A theory of achievement motivation. New York: Wiley, 1966.

In these and related references, the authors develop a theory of achievement, especially as it relates to motivation and test-taking behavior. Components of the construct include: (1) expectation of performance toward a goal; (2) attractiveness of the success incentives; (3) responsibility for the outcome; (4) explicit knowledge of results; and (5) degree of risk.

Tasks of immediate difficulty are usually associated with a tendency to avoid failure. Anxiety affects performance in that it consistently interferes with or dampens positive motivation. This is discussed in terms of approach-avoidance theory. An insignificant correlation between need achievement and test anxiety was found, although test anxiety was a more potent influence with persons scoring low rather than high in need achievement.

Ausubel, D. & Ausubel P. Ego development among segregated Negro children. In J.I. Roberts (Ed.) School Children in the Urban Slum. New York: Free Press, 1967.

The chapter considers the personality development in segregated Negro children; how this development differs from the middle-class child, and reasons for individual differences, from the preschool period through adolescence. Noting that the ego development of segregated Negro children in the U.S. manifests various distinctive properties, both because Negros generally occupy the lowest stratum of the lower-class subculture, and because they possess an inferior caste status in American society, the authors deplore the consequences of this regrettable state of affairs for Negro children's self-esteem and self-confidence. Their educational and vocational aspirations, their character structure, interpersonal relations, and personality adjustment, constitute the characteristic feature of their ego development. School desegregation is discussed as being an indispensable prerequisite for raising aspirations and achievement levels.

Ausubel, D.P., Schiff, H.M. & Gasser, E.B. A preliminary study of developmental trends in socioempathy. Accuracy of perception of own and others' status. Child Development, 1952, 23, 111-128.

Based on developmental theory, it was hypothesized that the young child of 8 or 9 years would have limited awareness of his own status and that of other members of his group as compared with older children. Two classes of 3rd, 5th, and 7th grade middle class children were asked to write the names of 3 classmates whom they considered to be their best friends. Then, given the class roster, they were asked to rate the 5 most and 5 least desired as friends. They were also asked to rate how they thought each of their classmates would rate them. Results indicated that perceptions of self increased with age until 17 years and that socioempathic skills of teachers decreased as the age of the student increased.

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Avila, D.L. & Purkey, W.W. Intrinsic and extrinsic motivation - A regrettable distinction. Psychology in the Schools, 1966, 3, 206-208.

The authors believe in only one kind of motivation, personal and internal. People are always motivated. The teacher is viewed as a manipulator not a motivator, although the manner of control and manipulation may vary. Bugelski's The Psychology of Learning Applied to Teaching is cited as a realistic guide to teachers. In essence children should be taught to perceive a learning situation as self enhancing.

Baldwin, A.L., Baldwin, C.P., Hilton, I.P., & Lambert, N.W. The measurement of social expectations and their development in children. Monographs of the Society for Research in Child Development, Serial No. 128, 1969, 34, 4.

An integrated, programmatic research effort has provided evidence that the Heider BSE model (Benevolence, Self-interest, Equality) can be stated in rigorous theoretical terms. This theoretical formulation has resulted in the development of an instrument, the Social Expectation Scale, which permits the quantitative measurement of the 3 parameters of social expectation: expectation of benevolence, self-interest, and desire for equality of outcome. The accuracy with which the model predicts the judgments of college age adults (96% of the variance) supports the validity of the BSE model and justifies the use of the Social Expectation Scale as an instrument for measuring the parameters of the model. When children are presented with the Social Expectation Scale, the results show a gradual transition in their conception of choice behavior. At young ages (kindergarten), their judgments are responsive only to the alternative the other person selects and do not take other alternatives into account. This pattern of judgments can be described by a "chosen alternative" (C) model, which accounts for the judgments of the youngest age sample. The judgments of older children (4th - 6th grade) show the influence of both the C model and the BSE model. With increasing age, the contribution of the BSE model to the predictions steadily increases and in adults it far outweighs the contribution of the C model. In the undergraduate sample, the C model contributes a small (2%) but statistically significant amount to the prediction.

Baldwin, C.P. & Baldwin, A.L. Children's judgments of kindness. Child Development, 1970, 41, 29-47.

This report on the development of children's concepts of kindness is part of a program to study the development of children's cognitive understanding of interpersonal relationships. A Kindness Picture-Story based upon a model of judgments of intention was administered to subjects from kindergarten through college (110 adults, 4 groups of children of varying race and SES). The instrument contained 10 pairs of stories accompanied by illustrative pictures. The subject was shown the pairs and asked to select the picture in which the child was "kinder". Then he is asked to explain why he made the choice he did. Significant age differences occur in all situations, but children acquire an understanding of different aspects of kindness at different ages. At some age levels children may judge a situation opposite to adults and give consistent, clearly articulated reasons. Lower- and middle-class children in a Catholic school judge the situations similarly but attain adult-like judgments earlier than children in a lower-class public school.

Ballif, B.L. Exploration of motivation to achieve in pre-school children. Head Start Evaluation and Research Center, University of Hawaii, 1967, p. 56-69.

A measurement procedure which seems to be successful in identifying motivation to achieve has been developed for use with pre-school children. Preliminary studies investigated procedures such as rating, testing, role-playing, semantic differential, sorting, paired comparison, and story techniques and formats with four-year-old children, and provided essential information upon which the procedures for this instrument were designed. The instrument being developed is presented as a story with semi-structured situations that involve imaginary figures called Gumpgookies. The dichotomous alternative responses for each situation have been designed to measure response patterns hypothesized to be the components of motivation to achieve.

Work on the construction of this instrument is continuing, to prepare it for use in subsequent formal research to be aimed at teasing out causative classroom variables related to and identifying instructional techniques effective for shaping such motivation in pre-schools. Exploratory research in this latter area was concomitantly initiated to investigate the possibility that operant conditioning can be employed to increase autonomous questioning behavior that is instrumental in achieving.

Further research is proposed to design a curriculum to "teach" motivation to achieve to four-year-old children based on empirical evidence gathered in part through the instrument under development.

Bandura, A. Vicarious processes: A case of no-trial learning. In L. Berkowitz (Ed.) Advances in Experimental Social Psychology, Part 2, New York: Academic Press, 1965.

The theory advanced in this paper suggest that vicarious learning may be analyzed in the same manner as other associative learning processes. In the formation of novel responses, new associative connections between existing behavioral elements are established through observation. Since the observer does not engage in overt performance during the acquisition stage, the new integrations involve representational responses elicited by the modeling stimuli. In addition, the observer learns the sequential connections between modeling responses as they are exhibited in a continuous chain. The study of the social transmission of response patterns is necessitated by the fact that the behavioral repertoires which constitute an enduring part of a culture are to a large extent transmitted on the basis of repeated observation of behavior displayed by social models rather than memory drums.

While the learning process is essentially the same, the characteristics of the social transmitters and other interpersonal variables can greatly affect the rate, level, and type of response that will be acquired observationally. The efficacy of parameters established on the basis of learning in one-person situations may differ in dyadic and group situations. A comprehensive theory of behavior must therefore be based on experimentation involving both social and learning variables.

Witnessing the reinforcement contingencies of a model is often highly influential in modifying the extent to which similar existing patterns of social behavior will later be exhibited by observers. The strength of inhibitory responses may likewise be significantly altered, and emotional responses may be vicariously conditioned and extinguished as a function of observing the reinforcing consequences to a model and his attendant affective reaction. The research findings reviewed in this chapter identify some of the social-learning variables determining the diverse behavioral effects on observers of exposure to socially modeled stimulus events.

Bandura, A. Principles of Behavior Modification. New York: Holt, Rinehart and Winston, 1969.

The central theme of this book is the basic psychological principles governing human behavior within a conceptual framework of social learning, the mechanism through which behavior is acquired and modified. After a review of recent theory and experimental advances, with an emphasis on the important roles played by vicarious, symbolic, and self-regulatory processes, reinforcement models of behavior modification are discussed, including value issues and objectives. Finally, new modes of behavior change are presented, specifically modeling, particularly the vicarious processes involved in the observation of other people's behavior.

Bandura, A. & McDonald, F.J. The influence of social reinforcement and behavior of models in shaping children's moral judgments. Journal of Abnormal and Social Psychology, 1963, 3, 373-382.

78 boys and 87 girls between 5-11 years of age were divided into 3 groups to test the relative efficacy of social reinforcement and modeling procedure in modifying moral judgments. The first group of children observed an adult model who expressed moral judgment counter to the children's tendencies and the children were reinforced with approval for adopting the model's response. The second group of children observed the model but received no approval; in the third group the children had no model but were reinforced for behavior counter to their tendencies. The purpose was to demonstrate that moral judgment responses are less age-specific than implied by Piaget and that children's moral orientations can be altered and even reversed by the manipulation of response reinforcement contingencies and by the provision of appropriate social models. The children were tested for generalization of effect, resulting in substantial changes in moral judgment. Model cues were more effective than operant conditioning ($p < .01$). The results failed to confirm the hypothesis that a combination of reinforcement and modeling procedures constitutes a more powerful learning condition than the model alone.

Bandura, A., & Mischel, W. Modification of self-imposed delay of reward through exposure to live and symbolic models. Journal of Personality and Social Psychology, 1965, 2, 698-705.

In an investigation designed to study the relative efficacy of both live and symbolic models, 120 4th and 5th grade children were assigned to 1 of 3 treatment conditions. The basis for selection was a marked preference for either delayed more valuable reward or immediate less valuable reward. In the treatments, children observed (1) a live model who demonstrated delay behavior counter to their own preference, (2) same cues but in written form, and (3) a control exposed to no treatment. The results indicated that both live and symbolic models altered the children's delay-of-reward behavior in the direction of their models preference. As was predicted, the live models proved more efficacious over time. A reassessment 1 month after the experimental phase of the study indicated that the changes induced in high-delay children was less stable in the symbolic model condition.

Battle, E.S. & Rotter, J.B. Children's feeling of personal control as related to social class and ethnic group. Journal of Personality, 1963, 31, 482-490.

A personality variable, external versus internal control, was studied in relation to children's social status and race. 80 Negro and White school children (grades 6 and 8) were studied. A cartoon test and questionnaire were administered. Results indicated that there was a relationship between control and social class with middle-class children more internally controlled than lower-class children. Lower-class Negroes were more externally controlled than middle-class Negroes and Whites. Finally, no sex differences in control were found.

Baumrind, D. & Black, A.E. Socialization practices associated with dimensions of competence in preschool boys and girls. Child Development, 1967, 38, 291-327.

To identify parent attitudes and behaviors associated with dimensions of competent behavior in normal pre-school children, a child behavior model (similar in structure to models presented by Schaefer and by Becker & Krug) for boys and girls separately, was developed and related to behavioral measures obtained in the home, and to mother-son, mother-daughter, father-son, and father-daughter interview dimensions arrived at through cluster-analytic techniques. When sex-related correlates were interpreted, particular attention was given to the problem of equivalence of dimensions across sex. Specific parent-child relationships varied with the sex of parent and child. In general, independence granting and verbal give and take, on the one hand, and enforced demands and consistent discipline, on the other, were associated with stable, assertive behavior in the child.

Bayuk, R.J., Jr. & Proger, B.B. Additional evidence of the multidimensionality of the Test Anxiety Scale for Children. American Educational Research Association, New York, 1971. ED 046 972.

Factor analysis was used to investigate the multidimensionality of the Test Anxiety Scale for Children (TASC). Originally designed as a unidimensional measure, subsequent research has indicated more than one meaningful dimension. A principal axis solution and varimax rotation was applied using the squared multiple correlations as initial communality estimates. Analyses were performed on the 30 TASC items rotating 3, 4, and 5 factors for males and females separately. The four-factor solution was found to be the most meaningful psychologically. The largest factor for both sexes was "test anxiety." The unidimensional interpretation of the TASC was questioned in relation to these findings.

Beatty, W.H. (Ed.) Improving Educational Assessment and an Inventory of Measures of Affective Behavior. Washington, D.C.: Association for Supervision and Curriculum Development, 1969.

In a set of theoretical papers, the editor brings together a number of similar approaches which attempt to define and delineate component aspects of the affective domain. Additional chapters apply these postulates to the promotion of positive affect as part of the school curriculum. Doud & West's Inventory of Measures of Affective Behavior is discussed.

Beaver, A.P. The initiation of social contacts by preschool children: A study of technique in recording social behavior. New York: Teachers College, 1932.

A new technique for observing social contacts in group situations was used with 32 nursery school children. The data obtained from 24 3-minute records per child revealed that younger children have a higher percentage of contacts with objects and that there is a developmental progression from physical to verbal interactions. There was a tendency for children who initiated few contacts to withdraw from group interactions.

Becker, W.C. Consequences of different kinds of parental discipline. In M.I. Hoffman & L.W. Hoffman (Eds.) Review of Child Development Research, Vol I, New York: Russell Sage Foundation, 1964.

The research literature indicates a number of consistent consequences of restrictive and permissive approaches to child training. This dimension reflects the degree to which control is exerted (or not exerted) over the child, but the manner in which control is achieved can vary considerably. Longitudinal analyses suggest that early restrictiveness (prior to age 3) by the mother leads more consistently to conforming, dependent behavior than later restrictiveness. Both boys and girls show some aggressive reaction (although of an inhibited form) to mothers' later restrictiveness. Interactions of restrictiveness vs. permissiveness with warmth vs. hostility are particularly informative. The counter-aggression generating properties of hostility are apparent in the child of both the permissive-hostile and the restrictive-hostile parent. The findings for the warmth-permissive dimension are consistent with the recommendations of child-rearing specialists concerned with optimizing social outgoing characteristics and individuality.

The concept of consistency in discipline is multifaceted and quite poorly understood, although everyone is quite ready to agree that inconsistency is bad for children. It is reasonable to assume that consistent behavior by the parent will increase the degree of predictability of the child's environment and lead to more stable behavior patterns. Research on inconsistency has taken several approaches. Some have derived a conglomerate rating of the general stability of the parent-child interactions; some have evaluated the consistency over time for a single parent; and others

have contrasted the severity of demands placed on the child by one parent with those of the other. The studies of Andry, 1960; Bandura & Walters, 1959; Burt, 1929; Carr-Saunders, Mannheim, & Rhodes, 1944; Glueck & Glueck, 1950; and McCord et al., 1959, conclude that a higher incidence of erratic or inconsistent discipline, both within and between parents, contributes to antisocial behavior. Inconsistent discipline apparently contributes to maladjustment, conflict, and aggression in the child. There is a need for more carefully controlled research on different kinds of inconsistency and a need to articulate the process by which different types of inconsistency affect the child.

Becker, W.C. & Krug, R.S. A circumplex model for social behavior in children. Child Development, 1964, 35, 371-396.

A method of analyzing the social behavior of children was devised with the aim of maximizing interpretability, meaningfulness of construct generated, and interpretability of correlations between parent and child behavior. A factor analysis and the circumplex approach of Guttman applied by Schaefer to child behavior were used to illustrate the clarity and meaningfulness of the results obtained. The circumplex model involved a 72 bipolar, 7-point rating scale with antonym pairs defining the extremes. The data was on mothers and fathers with 5-year olds (Becker, W.C.; Peterson, D.R.; Luria, Z.; Shoemaker, D.J.; & Kellmer, L.A. Relations of factors derived from parent interview ratings to behavior problems of 5 year olds). An interview schedule developed by Sears, Maccoby, & Lavin, and the Fels Parent Behavior Rating Schedule were used. There were 36 girls and 36 boys in kindergarten.

Beller, E.K. Dependency and autonomous achievement strivings related to orality and anality in early childhood. Child Development, 1957, 28, 287-315.

A conceptual framework was presented from which particular relationships could be expected. The study was carried out with 51 middle and lower class children ranging from 28 to 74 months of age. The group included four pairs of twins. Most of these children were emotionally disturbed and all attended a therapeutic nursery. The Beller scales were filled out by 11 teachers trained to carry out repeated systematic ratings of dependency and autonomous achievement striving. It was found that components of dependency on adults were highly intercorrelated in children. The same was found for components of autonomous achievement striving. The relationship between dependency and autonomous achievement striving were low, whereas oral and anal behavior manifestations were significantly and positively correlated, with dependency positively related to orality. The relationship between dependency and anality were

positively related to orality. The relationships between dependency and anality were also positive but weak. Autonomous achievement striving was slightly related to orality but in an inverse direction. This was similarly true, but more clearly for autonomous achievement striving and anality. When dependency and autonomous achievement striving were inversedly related, the association of each with orality and with anality increased greatly in predicted directions. Sex differences, severity of emotional disturbance, and twinship affected the above relationships. It was therefore concluded that such variables should be controlled in further research on these relationships in early childhood.

Beller, E.K. A study of dependency and perceptual orientation. American Psychologist, 1958, 13, 247.

To investigate the relationship of 2 personality variables to selective attention in natural social settings, 51 middle-class preschool children were tested. The main hypothesis that dependent strivings will correlate in opposite directions to perceptual orientation toward the human and physical environment, and these relationships will increase when (a) conflict between dependent and autonomous achievement strivings is lower and (b) when the environment is less structured was confirmed. Children who were more dependent were less aware of the human and physical environment, especially during conflict and in less structured settings ($r = .69$), whereas children who were more independent were more aware during conflict and in a less structured setting ($r = .99$).

Beller, E.K. Direct and inferential observations in the study of children. American Journal of Orthopsychiatry, 1959, 29, 560.

Several types of observational inferences in clinical study and research were investigated. Methods were suggested for (a) defining an inferred construct by linking it consistently to specified behavioral and situational properties in clinical observation, (b) checking inferred and untested relationships by constructing independent, observational measures which permit objective testing, and (c) systematic investigation of assumed relationships among motivation, fantasy, and overt behavior. Observer role, reliability, and sampling were discussed, with illustrations from clinical observation.

Beller, E.K. Exploratory studies on dependency. Transactions of the New York Academy of Sciences, Ser. II, 1959, 21, 5, 414-26.

This paper is based on continued and intensive studies of dependency over a period of 5 years. This particular report concentrates on: (1) definition and measurement of dependency, (2) measure of dependency and conflict, and (3) dependency and situational stress.

Emotionally disturbed children (45 girls and 29 boys, 2-1/2 to 6 years of age)from middle class homes participated in the study. Definitions of dependency and autonomous striving, with separate measures of dependency motivation and dependency conflict, made it possible to study the interaction between the two. Findings from several studies were presented to illustrate the fruitfulness of making this distinction. The importance of defining and controlling the situation in which dependency variations are studied was also investigated. The specific investigations dealt with the effect of situational stress on manifestations of dependency. Findings lent support to the hypothesis that stress leads to an increase in dependency behavior and that this increase is a function of the initial strength of the child's dependent striving. Finally, the relationships between motivation and the cognitive aspects of dependency emerged clearly only when stress was controlled. Variations in stress affected and ciarified certain relationships between dependency and aggression.

Beller, E.K. The impact of school experience on intellectual development in educationally deprived children, Annual meeting of the American Educational Research Association, Chicago, 1966.

To evaluate the effect of successively earlier educational intervention on intellectual achievement and on learning style, the sensitivity of different tests to determine changes was compared with 155 children 46-83 months of age from an urban, lower class, educationally deprived neighborhood. The three levels of intervention were represented by 53 kindergarten children, 59 nursery, and 43 with no preschool experience. Tests given included Stanford-Binet, Goodenough, Peabody Picture Vocabulary, and Philadelphia Verbal Ability Test. The results indicated wide differences in sensitivity, dependability, and bias in the measurement of verbal and non-verbal intellective performance and in picking up the effects of differential preschool experiences. The Stanford Binet was the best single criterion.

The children in the original study were tested annually for 4 grades of elementary school. Teachers gave highest ratings on attitude toward learning at the end of first grade to children with preschool and kindergarten background and lowest to children with no preschool experience. These findings were confirmed at the end of second grade not only in attitude toward school but also in cognitive functioning and academic achievement. No correlation was found between dependency conflict and motivation and 2 separate measures of dependency, frequency and intensity. An additional finding was that the disadvantaged child who has insufficient trust to seek physical and emotional support from adults does not develop autonomy and has trouble in handling aggressive impulses. These results were interpreted as evidence of the need to encourage autonomous achievement striving and the development of greater trust in the adults in the environment. This was seen as facilitating later academic competence.

Beller, E.K. A study of cognitive and social functioning. Head Start Evaluation and Research Center, Temple University, Annual Report, 1967.

This project deals with characteristic functioning of lower class educationally disadvantaged preschool children, the impact of the preschool experience, and the personality of the child and his readiness to gain from the educational process. The disadvantaged preschool children functioned intellectually and verbally below their middle class peers and were 8 months behind them in language development. Longitudinal data indicate that children who have had preschool training scored higher on test batteries in the first grade, that their language development is superior, and that their academic achievement and attitudes toward learning are significantly higher. Early education intervention is valuable to the development of self-confidence and greater trust in their environment. These children scored higher on dependency on teachers, on aggression, and on achievement striving than did children without preschool training. A study of mother-child interaction will continue, and a study of gainers, nongainers, and losers is underway. Twenty-eight tables and a list of other articles by the author are given.

Beller, E.K., Turner, J. LeB. Personality correlates of children's perception of human size. Child Development, 1964, 35, 441-449.

The hypothesis that children differ in their concepts of how big adults are according to the background and current environment of the child was tested.

Two measures of dependency and autonomous achievement striving were used, and two situations were constructed specifically to manipulate the arousal value of the testing situation and study its effects on the predicted relations between motivational and perceptual variables.

Findings failed to confirm the generally predicted relation between a child's dependency and his over-estimation of certain adults. However, supportive evidence was found for this relation within a restricted range of the dependency variable. Autonomous achievement striving and accuracy of size perception were correlated when size estimates were carried out with an impersonal standard and in a familiar situation.

Peller, E.K., Weber, W., & Amidon, E. Teacher behavior and intellectual functioning in deprived kindergarten children. Annual meeting of the American Educational Research Association, Chicago, 1966.

A study to test the hypothesis that indirect teaching behavior at kindergarten level enhances the intellectual functioning of deprived children was carried out with 79 children, 4 to 6-1/2 years of age of whom 95% were Negro, from extremely deprived lower class families. Teacher-pupil interaction and intellectual functioning of children were assessed. Children taught by teachers with an indirect method tended to perform higher on both verbal and non-verbal measures of intelligence.

Bemis, K.A. & Liberty, P.G. Southwestern Cooperative Educational Laboratory Interaction Observation Schedule (SCIOS): A system for analyzing teacher-pupil interaction in the affective domain. Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, 1970, PS 033 213.

The Southwestern Cooperative Interaction Observation Schedule (SCIOS) is a classroom observation instrument designed to record pupil-teacher interaction. The classification of pupil behavior is based on Krathwohl's (1964) theory of the three lowest levels of the affective domain: receiving, responding, and valuing. There are two major categories of teacher behavior: (1) behavior that results in tension-reduction and need satisfaction for the student, and (2) behavior that increases student tension or anxiety. Use of the SCIOS takes 16 minutes in the classroom with an additional 5 minutes for ID information. Classroom atmosphere is rated in the first five minutes after which teacher and pupil behaviors are recorded in eight sections on the schedule, each requiring a 2-minute time segment. Data based on the use of the SCIOS is reported in a subsequent study.

Bemis, K.A. & Luft, M. Relationships between teacher behavior, pupil behavior, and pupil achievement. Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, 1970, PS 033 216.

Using the Southwestern Cooperative Educational Laboratory Interaction Observation Schedule (SCIOS), pupil behaviors were isolated to assess the degree to which pupils (1) receive, (2) respond to, and (3) value a stimulus. Teacher behaviors were categorized as either tension-reducing or tension-increasing for pupils. The subjects of observation were 15 teachers and 296 first graders in Title I schools. Pupils were pre- and posttested on the Lee-Clark Reading Readiness Test. Statistical analyses of 18 teacher behaviors and 20 pupil behaviors included computation of canonical correlations, factor analyses, and multiple regression analyses. Results

indicated that there was a significant relationship between teacher and pupil behavior and that there is a significant relationship between pupil classroom behavior and pupil cognitive behavior as measured by a standardized test. No attempt was made to validate the observation instrument, the SCIOS.

Berlyne, D.E. Conflict, arousal and curiosity, New York: McGraw-Hill, 1960.

A review of literature and theoretical analysis of research in areas of exploratory behavior, novelty, attention, and conflict. Findings are discussed in terms of a modified drive-reduction learning theory, and neurophysiological data are involved throughout. Implications for the psychology of knowledge and thinking, and for art and humor, are noted. Includes a name and subject index, 602 item bibliography.

Berlyne, D.E. & Frommer, F.D. Some determinants of the incidences and contents of children's questions. Child Development, 1966, 37, 177-189.

In 2 experiments 36 children of 3 age levels (kindergarten, 3rd and 5-6th grade) were exposed to a sequence of stimulus items consisting of stories alone, pictures alone, and stories accompanied by pictures, and invited to ask questions after each item. Novel, surprising, and incongruous items elicited more questions, in conformity with Berlyne's theory of epistemic curiosity. Provision of answers did not significantly affect the incidence of questions, although there were some indications of an increase in grade 3. There were significant age differences in the incidence of questions ($p < .001$ in analysis of variance by age). The youngest children asked the fewest questions. Also the content of questions was found to vary with age and with the nature of the stimulus.

On the whole, there are indications that, with increasing age, sensitivity to gaps in information increases, and questions are more precisely aimed at information that can relieve uncertainty most effectively.

Biber, B & Franklin, M.B. The relevance of developmental and psychodynamic concepts to the education of the preschool child. Journal of the American Academy of Child Psychiatry, 1967, 6, 5-24.

The rationale of operant conditioning applied to preschool children is discussed in an attempt to discourage the proliferation of programs with too narrow a vision of growth. Six theoretical formulations, derived from psychodynamic and developmental theory, are presented, followed by a brief statement in which the general concept is narrowed to its significance for the preschool period. The formulations include (1) autonomous

ego processes, (2) qualitative change in organizing experience (3) self- both instrument and image, (4) progress from earlier to later levels of functioning, (5) integration of primitive modes of behavior with more advanced modes of organization, and (6) growth and maturing through conflict. Any program which expects to compensate for life's deficits should aim to enrich the scope and depth of communication, expand encounters with the environment, stimulate differentiating and integrating processes, encourage autonomous exploration, provide experience with structural material, and promote symbolic expression.

Biber, B.A. A learning-teaching paradigm integrating intellectual and affectual processes. In E.M. Bower & W.H. Hollister (Eds.), Behavioral Science Frontiers in Education. New York: Wiley, 1967.

Development is a complex process involving cognitive elaboration, motivation systems, styles of behavioral interaction, conflict resolution, and attitude structure. Underlying conceptualization of childhood and learning processes which have simultaneously been influenced, reinforced and refined by advancing knowledge in the fields of developmental and psycho-analytic ego-development call for a new series of goals for education. A learning-teaching paradigm was developed comprising: sensitivity, discovery, mastery, and synthesis.

Boger, R.P. & Knight, S.S. Social-emotional task force. Final Report. Michigan State University, East Lansing, 1969, PS 022 106.

To develop and field test new assessment procedures for the 1969-70 Head Start national evaluation, a list of existing tests measuring selected social and emotional variables was compiled. Tests were selected on these criteria: (1) conceptual soundness, (2) relevance for preschool children, (3) whether disadvantaged children might be expected to show a deficit compared to their advantaged peers, and (4) the degree of overlap with the cognitive domain. The variables and respective tests finally selected were (1) Curiosity Box subtest of the Cincinnati Autonomy Test Battery (CATB), (2) Michigan State University Puzzle Box Task based on the Keister-Funich task, (3) Play Situation-Picture Board Sociometric Technique, (4) Brown IDS Self-Concept Referents Test, the Self-Social Constructs Test, Preschool Self-Concept Test, and Experimental Photographic Self-Concept Test, (5) delay of gratification, (6) task persistence (CATB), and (7) impulsivity (CATB). Other variables identified but not examined in depth were sex-identification, dependency, anxiety, and aggression. The authors discuss each of the assessment instruments and give field testing results.

Bolea, A., Felker, D., & Barnes, M. The development and validation of a pictorial self-concept scale for children in K-4. Paper presented at the meeting of the National Council on Measurement in Education, Minneapolis, March, 1970.

These authors have prepared a scale and set of materials for a child's self-evaluation. However, no reliability or validity data are available at this time.

Brookover, W.B., Patterson, A., & Thomas, S. Self-concept and school achievement. Cooperative Research Project #845. Michigan State University, East Lansing, Michigan, 1962.

In a three-volume comprehensive treatment, Brookover and his colleagues have investigated various aspects of the relationships between self-concept enhancement and improved school achievement.

Brown, B.R. The assessment of self-concept among four-year-old Negro and White children: a comparative study using the Brown-IDS Self-Concept Referents Test. Institute for Developmental Studies, School of Education, New York University, 1966.

A polaroid picture is used to focus the child's concepts of himself in terms of a set of bipolar adjectives such as clean-dirty, good-bad, etc. The technique has been widely used in Head Start research studies.

Burton, R.V., Allinsmith, W. & Maccoby, E.E. Resistance to temptation in relation to sex of child, sex of experimenter, and withdrawl of attention. Journal of Personality and Social Psychology, 1966, 3, 253-258.

Sex of experimenter, sex of child, and withdrawl of attention, and their interactions were examined for their effects on resistance to temptation in 112 4-year old children. When left by themselves and tempted to get a high score by cheating, children were likely to continue to play a game according to the rules set by the adult, especially when the adult was of the opposite sex ($p < .05$). Withdrawl of attention increased cheating for boys ($p < .01$) but had no effect on girls. From these results it was inferred that children attempt to please a cross-sex adult. Arousal of achievement-motivation by same-sex adult may be increased in boys by withdrawl of attention, but there is resentment of this withdrawl.

Byrd, E. & Witherspoon, R.L. Responses of preschool children to the Children's Apperception Test, Child Development, 1954, 25, 35-44.

Of a total of 80 preschool children given the Children's Apperception Test (CAT) 80% produced responses which could be classified as apperceptive. With this age group the CAT seemed to be more sensitive to parental relationships, aggression, and orality than to sibling rivalry, fears, and sexuality. Toilet cleanliness and oedipal dynamics were found only with those specific stimulus pictures. It is suggested that more normative data is needed before the CAT can be a meaningful measure of the dynamics of personality development of young children.

Callard, E.D. Achievement motive of four-year-olds and maternal expectations. Journal of Experimental Education, 1968, 36, 14-23.

The relationship between achievement motives, as measured by the tendency to resume challenging tasks, and maternal expectancies regarding achievement, was tested in 80 four-year-olds. The children, from mother dominated homes, were enrolled in a private nursery school. The tasks included a bead design, picture memory, basket throw, and drawing forms. The mothers were given Independence Granting Scores and a Parental Development Timetable (achievement-inducing scale). Generally differences in magnitude, and direction of relationships were related to sex and socioeconomic variables. Boys and girls of lower SES tended to exhibit higher achievement motives when their mothers indicated moderate rather than extreme expectancies. Upper class girls had higher achievement motives when their mothers believed in early training for achievement and expressed controlling attitudes. Higher achievement motives for boys were associated with inducing achievement at a late age.

Caplin, M.D. The relationship between self-concept and academic achievement. Journal of Experimental Education, 1969, 37, 13-16.

A self-report instrument was administered to 60 intermediate grade children to test the hypothesis that both White and Negro children attending de facto segregated schools would have less positive self-concepts than children attending desegregated schools, and that there is a significant positive relationship between self-concept and academic achievement. Results confirmed this hypothesis: children in de facto segregated schools did have less positive self-concepts and a positive significant relationship was found between self-concept and academic achievement. Children with a positive self-concept had higher academic achievement.

Carpenter, T.R. & Busse, T.V. Development of self-concept in Negro and White welfare children. Child Development, 1969, 40, 935-939.

A seven bipolar dimensional scale, called the "Where are you?" game, was administered to 80 1st and 5th grade children of welfare mothers. Using a five-point scale, each child rated the degree to which he was happy, smart, well-liked, attractive, strong, and obedient. Girls were more negative in self-concept than boys ($p < .02$ Mann Whitney U) and fifth graders were more negative than first ($p < .001$). Negro children do not become increasingly more negative in their self-concept from first to fifth grade than do white children of equivalent socioeconomic status.

Cattell, R.B. & Butcher, H.J. The prediction of achievement and creativity. Indianapolis: Bobbs-Merrill, 1968.

Advances in quantitative psychology, in the field of ability, nature of personality factors, and in the study of interest measurement and motivation, are discussed, with special emphasis on technical requirements of psychological tests (e.g. homogeneity, reliability, and validity). An account is given of a survey in an urban and rural junior high, and the findings considered in relationship to later achievement. There is an attempt to integrate these two data sources into a set of conclusions about the predictions of achievement in general.

Cattell, R.B. & Coan, R.W. Objective-test assessment of the primary personality dimensions in middle childhood. British Journal of Psychology, 1959, 50, 235-252.

Factor analysis was applied to the scores of 164 children in the 6-to-8-year old age range on 111 objective test variables. Simple-structure solution was obtained for 16 factors: 8 factor scores were correlated with 49 additional variables. Marker variables patterned after variables in earlier batteries of tests were included so as to permit comparisons. Every factor appears to correspond to a dimension known from earlier work. 11-12 factors can be identified with confidence; the remainder are less satisfactory.

Cattell, R.B. Objective personality and motivation tests. Chicago: University of Illinois Press, 1967.

A theoretical introduction and practical compendium comprising 612 tests of personality from which a total of 2,364 variables has been derived. The methodology involved is based on a personality-structural-concept-centered philosophy, using unassisted but fundamentally sound multivariate, factor analytic, experimental approach, aimed at determining the real personality and motivation structures. The book includes actual tests, theory of personality, administration and scoring instruction, and principles of design.

Cattell, R.B. & Peterson, D.R. Personality structure in four and five-year-olds in terms of objective tests. Journal of Clinical Psychology, 1959, 15, 355-369.

A battery of objective tests was administered to 80 4-5 year olds. The aim of the study was to develop sufficient precision of hypotheses on the factors to provide a basis for further research.

Charlesworth, R. & Hartup, W.W. Positive social reinforcement in the nursery school peer group. Child Development, 1967, 38, 993-1002.

Using Skinner (1953) categories, an observational method was devised for obtaining normative information on the amount and kinds of positive social reinforcement dispensed to each other by 35 boys and 35 girls in two age groups, 40-48 months and 49-57 months. The data was collected by 2 observers in 4 classes of a university-based nursery school. It was found that children in the older groups reinforced their peers at a significantly higher rate than those in the younger groups and that the amount of reinforcement given was positively related to the amount received. Reinforcement was dispensed in a higher proportion when a child was engaged in dramatic play activity than when he was engaged in other pursuits (such as art, music, or table games). About half the reinforcements were given in response to overtures from the recipients and half spontaneously. The consequence of reinforcement was, in largest proportion, the continuation of the recipient's activity at the time of reinforcement.

Cicerelli, V.G., Granger, R., Schemmel, D. Measures of self-concept, attitudes, and achievement motivation of primary grade children. Journal of School Psychology, 1971, 9, 383-392.

Semi-projective measures, suitable for use in small group testing of self-concept and attitude toward school, home, peers, and society, along with a teacher rating measure for achievement motivation, have been developed for preschool and primary children. National norms for disadvantaged children are reported along with correlations of these measures with standardized achievement tests. The instruments are: (1) Children's Self-Concept Index - 26 sentences in which the child pairs his self-perception in terms of peer acceptance and approval received in school and at home; (2) Children's Attitudinal Range Indicator (CARI) - 32 items, 8 picture stories in 4 areas to assess children's positive and negative attitude toward peers, home, school and society; (3) Classroom Behavior Inventory (CBI) - to assess children's motivation to achieve - 22 items with responses rated on a 5-point. temporally-oriented scale.

Cohen, S. An exploratory study of young children's attitudes toward school. Proceedings of the 75th Annual Convention of the American Psychological Association, 1967, 2, 305-306.

The feasibility of using a structured projective interview to study the perceptions that children in the primary grades have of school and teachers was investigated. A second purpose was to obtain preliminary information about the kinds of responses which children would give and to learn whether these responses would vary for different kinds of children. 112 first and second grade children were individually shown a series of 20 semistructured sketches depicting various teacher-child interactions, and asked to tell either what they think led up to the pictured interaction, or what they think will happen next. The basic assumption was that the child's responses will be based on his own experiences and will reflect his attitudes and perceptions. The results were analyzed for sex, grade, socioeconomic status, and response length. No significant group differences were found.

Coller, A.R. Report for ERIC/TM: An annotated bibliography of self-concept measures for the early childhood years. November, 1970, University of Illinois, Urbana Champaign. ED 057 910.

20 categories were developed to describe instruments currently being used to assess self concept in children from preschool through grade 3. In addition there is a multi-dimensional schema for classifying assessment techniques, consisting of: Input, Child-Response, Output; Standardized, Nonstandardized; Selection, Production; and Restricted, Non-Restricted. There is a form used for each of 30 instruments, with description of measure, psychometric description, source, and validity.

Coffman, W.E. Further measurement problems in assessment. University of Iowa. Presented at the annual meeting of the American Educational Research Association, Los Angeles, 1969.

There has been concern about the discrepancy between what standardized tests measure and the accepted objectives of education. Tests are more concerned with differences among children than what they can do. The initiation of the national assessment project generated expectations that some of these limitations might be overcome. The task of writing imaginative exercises that directly measure important educational objectives and that are worded so simply that the task is easily communicated has proved to be a very challenging job. Meanwhile studies conducted as a part of the national assessment project have called attention to the importance of controlling conditions under which tests are administered, if an accurate measure of achievement is to be obtained. Finally, the implications of possible pressure to relate scores on published tests to national assessment are discussed.

Combs, A.W. & Soper, D.W. The relationship of child perception to achievement and behavior in the early school years. Cooperative Research Project No. 814, Washington, D.C.: Government Printing Office, 1963.

This research project was designed to explore the perceptual organization and school achievement of 61 children as they entered kindergarten and continued through first grade. Three questions were asked: (1) What is the relationship between a child's perception of his self and his world, on the one hand, and his current behavior and achievement in school on the other? (2) Are changing perceptions of self and the world accompanied by changes in behavior and achievement? and (3) Can behavior and achievement be predicted from a knowledge of the child's perceptions of self and his world in the previous years? Data were obtained from the following tests: (1) Classroom Observation (each child was observed 3-1/2 hours in normal class activities), (2) 1/2 hour interview, (3) Projective Test Series; (a) Free Play Session (PLA) Observation in Therapy Room, (b) Situation Test (SIT) - scale model of classroom, 1/2 hour free play and then specific situations posed, and (c) Picture-Story Test (PST) - 7 pictures (peer relations, relations to school etc.) recorded on tape to tell a story about each; put together for a comprehensive score.

Some conclusions drawn from the data were that the feeling of personal adequacy seems to have an all-pervasive importance in the child's perceptual organization. Values held by the teacher are revealed in the judgments they make about the behavior of their children. The relationship between children's perceptions and their behavior as described by their teachers shows a positive but low correlation. Changes occur in children's perceptions and in their behavior with progression from kindergarten through first grade. Significant predictions about behavior can be made a year in advance as a consequence of perceptually-oriented studies of children, and the use of the observer himself as an instrument can be made to provide stable and reliable data for research.

Coopersmith, S. The antecedents of self-esteem. San Francisco: W.H. Freeman & Co., 1967.

This is the definitive text in which Coopersmith has developed his conceptual framework for the assessment of self-esteem. He discusses 4 basic components: successes, ideals, aspirations, and defenses. His 50-item self-esteem inventory, based on Rogers and Dymond's scale, was used with 85 children, who were also given a variety of tasks. Questionnaires and interviews with mothers provided the basis for analyses relating self-esteem to early environmental conditions.

Coopersmith, S. The affective component in early education, developing motivation in young children. 1972, Washington, D.C.: Office of Child Development.

A comprehensive review of the literature in this important area of child development.

Crandall, V. Intellectual Achievement Responsibility Bibliography. A listing of research studies using the IAR measure, prepared in July, 1972, is available from the author.

Crandall, V. Achievement behavior in young children. Young Children, 1964, 20, 76-90.

The question of when or why children want to do something well is the focus of this review article. Early environmental stimulation, personality characteristics of achieving children, and parental influences are considered to determine whether children will attempt to achieve when faced with a potential achievement situation. External forces have indirect impact as they influence motivation and attitude. Non-verbal measures are suggested for preschool children.

Crandall, V.C. & Gozali, J. The social desirability responses of children of four religious-cultural groups. Child Development, 1969, 40, 751-762.

The Children's Social Desirability (CSD) scale was given to 3 groups of children, grades 3 - 12, including 426 Catholic, 154 Norwegian Village regular State Lutheran Church, 159 Norwegian Fundamental Church, and 735 U.S. non-Catholic public school children. The CSD required true or false responses to questions such as "I never forget to say please and thank you.", or "Sometimes I do things when I've been told not to." Children of greater religiosity (Catholic) had higher CSD scores than less religious children in both countries. The stronger social desirability tendencies of religious groups was attributed to frequent use of denial and repression defense mechanisms. Age and sex differences in the non-Catholic public school group replicated the data of 5 additional studies.

Crandall, V., Katkovsky, W., & Crandall, V. Children's beliefs in their own control of reinforcements in intellectual-academic achievement situations. Child Development, 1965, 36, 91-110.

This study describes a scale for assessing children's beliefs that they, rather than other people, are responsible for their intellectual-academic successes and failures. Subscale scores assessing responsibility for successes and for failures were generally independent of each other.

Half-split and test-retest reliabilities were moderately high. Normative data on 923 children in grades 3-12 indicate that self-responsibility is already established by third grade, that older girls give more self-responsible answers than older boys, and that slight but significant age changes occur in subscale scores dependent upon the sex of the child. Responsibility scores were moderately related to intelligence, ordinal position, and size of family, and inconsistently related to social class. Evidence of prediction to intellectual-achievement performance is presented.

Crandall, V.J., Katkovsky, W., & Preston, A. Motivational and ability determinants of young children's intellectual achievement behaviors. Child Development, 1962, 33, 643-661.

The relation between early grade school children's achievement motivations and attitudes, and their performance in several diverse intellectual achievement situations was tested on 40 first through third grade children. Predictor variables were the need achievement reflected in TAT stories, the general manifest anxiety, and the intellectual attainment values. The tasks measured the expectation of success in intellectual achievement situations, and minimal intellectual achievement standards. The IAR measured the assignment of responsibility to self vs. others for reinforcement. Dependent variables were the amount of time spent in intellectual activities in free play, the intensity of achievement strivings in free play, intelligence test performance, and standard achievement test scores in math and reading. The results showed few sex differences. The two predictor variables most used in the past, need-achievement and manifest anxiety, did not predict achievement in the 4 situations studied. The intellectual attainment value was predictive for girls ($p < .05$) Boys stated expectations for success were positively associated with intellectual achievement efforts ($p < .05$) and finally 2 variables, minimal achievement standards and assignment of self responsibility were frequently predictive of boys achievement behavior but essentially unrelated to that of the girls ($p < .05$).

Crandall, V.C. & Lacey, B.W. Children's perceptions of internal-external control in intellectual-academic situations and their embedded figures test performance. Child Development, 1962, 43, 1123-1134.

This study was designed to reveal some of the intermediate skills which might account for the superior academic performance of children who perceive their reinforcements in those situations as caused by their own behavior (internal control). Internal-external perceptions were related to three performance measures on the Witkin Embedded Figures Test in a sample of 50 elementary school age children. When the effects of age and IQ were partialled out of the internality-embedded figures relationships, prediction was reduced for males but remained at significant levels for females. Although internal females committed as many errors as external females, they were able to identify more figures correctly and in less time than their external peers.

Crandall, V.J., Orleans, S., Preston, A., & Rabson, A. The development of social compliance in young children. Child Development, 1958, 29, 429-443.

A group of 8 year old children was compared with a nursery school-age group in a study of the development of social compliance in young children. One observer rated free play social behaviors in nursery school and day camp settings, while another rated the children's behavior with their mothers at home. The mothers' reactions to this behavior was also noted. In general, results indicated that both sex and intelligence were unrelated to degree of social compliance, and that the quality of social compliance changed with age. In nursery school peer-compliance occurred in a give-and-take atmosphere, while peer-compliance in the older child was strongly associated with a general tendency toward low aggression and dominance. There was more generalized and consistent compliance acorss home and school situations (from home to Day Camp) and across people (peers vs. adults) for older than for nursery school age children. In general, maternal rewards for compliance predicted the children's social compliance outside the home better than did maternal punishments for noncompliance. The reactions of the mothers of the older children, both in respect to rewarding compliance and punishing non-compliance, predicted social compliance at school to a much greater degree than did the reactions of the mothers of the nursery school age children. Degree of reward for compliance and punishment for non-compliance were positively and significantly related in the mothers of older children while no relationship was found between these reactions in the mothers of the younger children.

Crockenberg, S.C. The effect of a child's expectancy of success on his persistence. Dissertation Abstracts International, 1970, 31, 1616.

To test the hypothesis that higher expectancy of success would be related to task persistence 60 "low-persisters" were exposed to filmed models who persisted and either succeeded or failed at a number addition task. Data supported the conclusion that modeling procedures can be used to increase persistence, but to be maximally effective the persisting model must be seen to attain the delayed reward.

Crowne, D.P. & Stephens, M.W. Self-acceptance and self-evaluative behavior: A critique of methodology. Psychological Bulletin, 1961, 58, 104-121.

"Self-acceptance" promises to become an increasingly attractive focus of interest in both formal and informal psychological theory. A considerable volume of research has already been devoted to the topic, and a sizeable number of tests devised for such research. To this date, however, research has contributed an unknown, but perhaps very small, amount of understanding of self-acceptance and its relationships to other personality variables. The failure of self-acceptance research can be traced, at least in large part, to neglect of several crucial psychometric and methodological principles: the unsupported assumption of equivalence of assessment

procedures, the absence of any clear construct-level definition of the variable, failure to construct tests in accord with principles of representative sampling, and questions concerning the social desirability factor in self-report tests. In addition, the absence of data concerning the generality of self-acceptance makes research results even more difficult to interpret; and the implications of the difference between a phenomenological approach to self-acceptance and a behavioristic approach to "self-evaluative behavior" have not been clearly understood.

The relative absence of systematic efforts in test development, standardization, and validation in this area is perhaps due to the fact that the focus of self-acceptance research to date has been chiefly on the preliminary testing of hypotheses, rather than the development of adequate tests as a primary aim.

Cruse, D.B. Socially desirable responses at age 3 through 6. Child Development, 1966, 37, 909-916.

To extend to preschool age children results previously found with school age children (Cruse, 1963), a 40-item Social Desirability scale was given to 299 3-6 year old children. Older children demonstrated a high and positive correlation between the SDSV's (Social Desirability, Social Value) personality items and frequency of Yes responses. It had also been found that as grade level increased, subjects learned to give socially desirable No responses to undesirable items and socially undesirable No responses to desirable items. In the present study significant correlations were found between the frequency of item endorsement and item social desirability scale at all age levels, with an increase of correlation for ages 3-6 ($p < .05$ when 3-6 year olds were correlated, but $p > .05$ when 6 year olds were correlated with older grades). The increase over age was also associated with an overall increase in the frequency of socially desirable No responses to items with undesirable scale values and socially desirable Yes responses to items with desirable social values. Interactions between socially desirable No and Yes responses and age ($p < .01$), between sex and age ($p < .10$), as well as between sex and scale scores ($p < .05$) were discussed in terms of conditioned discriminations and positive and negative reinforcement practices. In general, children learn to say "No" in a more discriminating fashion, conditioned by the community in the presence of personality-type questions.

Damm, J.T. & Bloxom, A. Risk taking and performance in relation to achievement-related motives, defensiveness and social context. Educational Testing Service, Princeton, N.J., 1971, ED 059 778.

The hypothesis that Atkinson's motive - probability incentive model would differentiate success-oriented boys from failure-avoidant boys on a risk-taking task was supported. Atkinson's prediction that performance will relate positively to summated motivation in the peer-competence context but negatively to this variable in the adult-evaluative context was only seen as a combination of need for achievement, defensiveness and test anxiety.

Davids, A. Ego functions in disturbed and normal children: Aspiration, inhibition, time estimation, and delayed gratification. Journal of Consulting and Clinical Psychology, 1969, 33, 61-70.

A number of measures such as the Minnesota Rate of Manipulation Form Board, Motor Inhibitor, and Delay of Gratification were given to 34 normal and 38 emotionally disturbed children 7-11 years of age. The predicted orderly developmental differences in ego function was found with the normal sample but there was little consistency or regularity with the abnormal group. There were no measurable differences in motor manipulation or level of aspiration but the disturbed group were less willing to delay gratification and had less accurate time estimation.

Davidson, H.H. & Lang, G. Children's perceptions of their teachers' feelings toward them related to self-perception, school achievement, and behavior. Journal of Experimental Education, 1960, 29, 107-118.

The purpose of the study was to relate children's perception of their teachers' feelings toward them to self-perception, academic achievement, and classroom behavior. A Checklist of Trait Names, consisting of 35 descriptive terms, was administered to 89 boys and 114 girls in grades 4, 5, and 6 in a New York City public school. The children were rated by their teachers for achievement and on a number of behavioral characteristics.

The major findings were: (1) The children's perception of their teachers' feelings toward them correlated positively and significantly with self-perception. The child with the more favorable self image was the one who more likely than not perceived his teacher's feelings toward him more favorably. (2) The more positive the children's perception of their teachers' feelings, the better was their academic achievement and the more desirable their classroom behavior as rated by the teachers. (3) Further, children in the upper and middle social class groups perceived their teachers' feelings toward them more favorably than did the children in the lower social class group. (4) Social class position was also found to be positively related with achievement in school. (5) However, even when the favorability index data were re-analyzed separately for each social class and for each achievement category, the mean favorability index declined with decline in achievement level, ragardless of social class position and, similarly, the mean favorability index declined with social class regardless of achievement level. (6) Girls generally preceived their teachers' feelings more favorably than did the boys. (7) Finally, there were some significant classroom differences in the favorability of the children's perception of their teachers' feelings. These findings must be considered in light of the non-random selection of the sample. Nevertheless, it is reasonable to assume that these subjects are representative of the population of New York City elementary school children at these grade levels.

Possible uses of the Checklist were suggested. As a result of this investigation, a number of changes in the Checklist were indicated.

deCharms, R. & Moeller, G.H. Values expressed in American children's readers: 1800-1950. Journal of Abnormal and Social Psychology, 1962, 64, 136-142.

A content analysis of children's readers in the United States demonstrated a rise in achievement imagery from 1800-1900, then a steady decline. The achievement imagery curve related to an index of the number of patents while there was an increase of affiliation imagery. The data correspond well with certain cultural trends. The sample used was essentially 4th grade level reading materials, although earlier books did not actually designate a specific reading level.

Delys, P. Rationale, method, and validity of the SDRCI IE measure for preschool children. Presented at the Annual Convention of the American Psychological Association, Washington, D.C., 1971, ED 057 893.

This new locus of control measure for preschool children consists of 40 questions which take approximately 20 minutes to administer to an individual child. The child is asked to identify the basis for reward on each item. Interrater reliability on the scoring of the free responses is .99.

Dethmers, C. Self-concept, value orientation, and achievement level of lower class elementary school children in two types of educational programs. Minnesota University, Minneapolis, 1968, ED 046 706.

An innovative and a traditional teaching approach were compared in terms of achievement, self-concept, and sense of control scores. Prior to treatment fifth and sixth grade children from lower class family backgrounds in the 2 schools were comparable on economic deprivation, educational deprivation, achievement, ability, and educational experience. The innovative approach utilized team planned instruction, departmentalization, individualized instruction, and contracts. The traditional approach utilized self-contained classrooms and conventional instructional materials. Significant differences, all in favor of the traditional program, occurred in measures of composite skills, vocabulary skills, language skills, arithmetic skills, and the self-concepts of physical ability, social relations - same sex, physical appearance, mental ability, work habits, happy qualities, and total self.

Dwyer, E.T. An exploratory study to investigate the influence of a program of primary prevention upon self-concept and the effect of self-concept on academic readiness. Dissertation Abstracts, 1969, 29, 3869-3870.

The influence of a program of preliminary prevention upon self-concept of kindergarten children in public school was studied in terms of the relationship of self-concept to academic readiness. Specific questions asked were (1) Can teachers help children develop a more positive self-concept? and (2) What is the relationship between self-concept and academic readiness? Four teachers were selected through an attitude inventory and observation, two authoritarian and two permissive. In each pair, one teacher taught the experimental and one the regular class. Comparing the groups with permissive teachers and those with authoritarian teachers, analyses of covariance indicated no significant differences in variables such as initial self-concept, intelligence, parent attitude, and socio-economic class. Correlation coefficients between self-concept and academic readiness also showed no significant relationships, but comparing four groups at the end of the study, analysis of variance indicated a negative answer to the question "Are the groups equal in academic readiness?" Critical ratios were computed and differences between classes were found significant beyond the .05 level. The permissive teachers appeared to have greater influence upon children of low intelligence, and children of middle social economic status.

Emmons, A. L. A study of the relation between self-assurance and skill in young children. Child Development, 1933, 4, 323-328.

An investigation of the relationship between self-assurance and skill was carried out with 16 children, 23-56 months old, at Mills College Nursery School. It was found that there was a low but positive correlation between self-assurance and skill (r=20); ratings of self-assurance over a series of controlled situations correlated .82 with teacher's ratings; there was a positive correlation among self-assurance scores over a wide range of situations, as well as between chronological age and self-assurance (.36), between age and skill (.74), and between intelligence and self-assurance. Finally, there was support for self-assurance as a fundamental characteristic as early as 4 years of age.

Engel, M. & Raine, W. H. A method for the measurement of the self-concept of children in the third grade. Journal of Genetic Psychology, 1963, 102, 125-137.

An examination of self-concept of 29 children in the 3rd grade utilizing the "where are you" game, involving 7 bipolar dimensions hypothesized as important components of self-concept, showed that children differ in the positiveness of their self concept. The variables representing the inter-correlation of self-concept scores result in 5 factors with Quality of Interpersonal Relationship and Personal Attributes accounting for more than 50% of the variance. The sources of the various ratings of self-concept may be on a continuum of inner experience to comparisons with external realities and tend to be consistent for a given child ($p < .01$) and are unrelated to the magnitude of the ratings.

Epstein, R. & Komorita, S. S. Self-esteem, success-failure, and locus of control in Negro children. Developmental Psychology, 1970, 4, 2-8.

Parameters related to internal-external locus of control were used in an investigation of self esteem and success-failure dimensions. A 3 X 2 factorial design was employed with 20 4th-6th grade Negro boys in each of 6 experimental conditons. Results confirm the predictions that (a) failure rather than success experiences were attributed to external causes, and (b) children with high self-esteem were more apt to show internal locus of control than children with low or moderate self-esteem scores. Results imply that the belief in one's powerlessness, arising from membership in a stigmatized minority group, may be favorably modified by a positive self-concept. There are 25 references to related research.

Espinosa, R. & Pierce-Jones, J. A report on the results of the administration of the Gumpgookies test to the Texas evaluation sample. Texas Univ., Austin, Child Development Evaluation and Research Center, 1969 (PS 003 001).

Parents of 179 Negro, Mexican-American, and Anglo children were interviewed and data examined; subscales were constructed to assess educational opportunities, aspirations and attitudes, physical control, rejection, guilt, and reaction to infraction. The 100 items of the Gumpgookies test were classified as dependent upon (1) verbal clues alone, (2) visual clues alone, (3) both verbal and visual clues; items were also classified as short or long, easy or hard. Some items were eliminated because of lack of response consistency on a retest. An item analysis indicated that certain children responded positionally throughout the test. A new version of the test has been developed which should significantly decrease this type of problem.

Etzel, B. & Tyler, R. The social-interaction observation (S.I.O.) University of Kansas, Lawrence, Kansas, 1967.

The Social Interaction Observation was developed by the University of Kansas in response to the need for a direct observation of Head Start children in the classroom. It is behaviorally based and attempts to report behavior without assuming any "hypothesis bias." However the procedure is highly complex, requiring trained observers, and is difficult to score and evaluate. Although a great deal of data was collected during 1967-1968, analytic results have been extremely limited.

Evans, C. L. The immediate effects of classroom integration on the academic progress, self-concept, and racial attitude of Negro elementary children. Dissertation Abstracts, 1970, 30, 4825-4826.

Many claims and counterclaims have been made as to the effects of enforced integration of Black children into primarily white schools. In an attempt to provide some objective data on this question, a study comparing Black children in de facto segregated schools with those in integrated schools was carried out with 99 children in 4-6 grades. Although no significant differences in the Iowa Tests of Basic Skills were found, significant differences were found on the Purdue Racial Attitude Scale and the California Personality Test.

Field, S. G. Longitudinal study of the origins of achievement strivings. Journal of Personality and Social Psychology, 1967, 7, 408-414.

Winterbottom found a positive relationship between the need achievement of boys at 8-10 years and their mothers' attitudes toward independent accomplishment. The same subjects were retested 6 years later to assess boys adolescent n-Ach and test anxiety and mothers' attitudes toward independence and achievement of adolescents. Of the original 29 boys, 14 boys and 17 mothers were tested. The instruments involved were the TAT, Mandler and Sarason Test Anxiety Scale (shortened version), and Adolescent Maternal Practices Check list. The experiment was designed to provide evidence about 3 kinds of consistency: 1) achievement motivation over the period of early childhood to adolescence, 2) maternal attitudes toward independent accomplishments from early childhood to adolescence, and 3) relationship between maternal attitudes toward independent accomplishment and achievement motivation of children assessed contemporaneously and noncontemporaneously. In addition the relation between maternal attitudes toward independent accomplishment and achievement anxiety or failure- avoidant motivation was investigated. The results of the analyses were: a) moderate stability in gross n-Ach from childhood to adolescence ($p < .05$); b) tendencies for negative relationship between maternal attitude toward independent accomplishments during childhood and adolescence; c) positive relationship between adolescent n-Ach and maternal encouragement of early childhood independence($p < .10$); and d) strong negative relationship between maternal encouragement of early childhood independent accomplishments and adolescent test anciety($p < .005$) but no relation with adolescent n-Ach.

Feldman, R. & Coopersmith, S. A resource and reference bibliography in early childhood education and developmental psychology: the affective domain. Office of Child Development, U. S. Department of Health Education and Welfare, 1971.

An excellent comprehensive bibliography of references in the affective domain.

Fiore, E.A. A study of the self concept of the young child: Comparison of three age levels. Dissertation Abstracts, 1969, 30-B, 2398-B.

Comparisons of 3 age levels were made to explore any developmental trends that might be present in the self concept of the young child, specifically, reliability, favorability and accuracy of self-perception. 25 preschool-age, 24 first and second grade, and 13 third and fourth grade children were given the "Getting to Know You" test, a self-report measure designed especially for this research. It yielded two primary scores, Favorable Self Concept and Level of Accuracy (derived from the test and teacher's ratings).

The findings supported the hypothesis that the accuracy of self-perceptions would increase with age. The preschool child's self concept is reliable, extremely favorable, and relatively inconsistent with teachers' ratings. It differs ($p < .001$) from the self concept of older children in terms of Favorable Self Concept and Level of Accuracy Analysis, essentially reflecting a decrease in favorability of self concept and an increase in accuracy of self perception with age (.05). Also, socially disapproved aspects of the self concept were more readily accepted with age, as well as an ability to see oneself as not the most competent of one's peers. The Getting to Know You Test was found to have acceptable reliability ($r = .80$).

Firme, T. P. Effects of social reinforcement on self-esteem of Mexican-American children. Dissertation Abstracts, 1970, 30-A, 3332-A.

Mexican American children face difficulties in schools in two main areas: performance and self-esteem. This study set out to examine the effects of social reinforcement (defined as teacher approval of children's successful behavior) on the self esteem of low-achieving Mexican-American children. It was assumed that enhancing the self-esteem would facilitate the child's adjustment to school and openness to learning. It was hypothesized that the reward value of success for an individual's activities depends on cultural values and that to affect self-esteem, reinforcement must vary according to the cultural values of the recipient. Thus reinforcement and reward techniques used to promote self esteem must involve activities relevant to both Mexican and American cultures. Two modes of behavior, socio-emotional and achievement were chosen as typical of Mexican and American cultures respectively. Also two classes of reward activities were chosen for use with teacher's approval

of selected behaviors. The most effective treatments were expected to be those including both cultures; least effective using only one.

56 low achieving Mexican-American elementary school children from first to fifth grade were divided into 4 treatment groups: 1) Social reinforcement of achievement behavior with a Mexican reward, 2) Social reinforcement of achievement behavior with a non-Mexican reward, 3) Social reinforcement of socio-emotional behavior with a Mexican reward, and 4) Social reinforcement of socio-emotional behavior with a non-Mexican reward. Analysis of variance did not confirm the specific predictions. However regression analysis of posttest on pretest self-esteem scores showed significant differences in the slopes of the 4 treatments. Children initially low on self-esteem showed highest scores at posttest when they were assigned to socio-emotional behavior treatments, while children initially high on self-esteem scored highest at posttest in achievement behavior treatments. In both cases the Mexican reward seemed superior. Based on the findings, the following recommendations were made: Mexican-American children with low self-esteem should receive socio-emotional treatment (typically Mexican) as a first step to enhance self-esteem. After self-esteem is raised, achievement treatment (typically American) may become more appropriate for promoting further enhancement.

Ford, L. H. A social desirability questionnaire for young children. Journal of Consulting & Clinical Psychology, 1970, 35, 195-204.

The Young Children's Social Desirability Scale based on the MMPI L scale model was constructed and administered to 437 nursery school children. Split-half reliabilities were substantial for children over 4 and moderate for those under 4; test-retest reliabilities were moderate for children over 4 and mixed for those under 4. Social desirability scores increased with age, showed a low positive relationship to picture vocabulary IQ, and were unrelated to sex in a high-socioeconomic sample, but were higher for girls in a more general sample. 3 construct validation studies are summarized which indicate that children who score high on the scale are more motivated than low scorers to respond positively to interpersonal demands.

Georgeoff, P. J. The effect of the curriculum upon the self-concept of children in racially integrated fourth grade classrooms. 1968 (ED 017 020).

The objectives of this study were to determine--(1) if the Negro child's self-concept would improve significantly when he learns about his heritage, (2) if the Caucasian child's self-concept would improve significantly by a study of the Negro's heritage and contribution to America, and (3) if community contacts influence children's self-concepts. All the fourth-grade children attending 26 integrated classes in Gary, Indiana, were divided into--10 experimental classes, nine experimental classes with transported students, and seven control classes. The experimental groups studied a unit on American Negro history, pre- and post-test instruments used were the Piers-Harris self-concept scale and a test of factual knowledge on Negro history and culture. Data on the pre- and post-test results were analyzed for significant differences by means of covariances. The self-concept scale of both Negro and White children in the untransported experimental groups improved significantly. In integrated neighborhoods, raising the self-concept level of one race appears to raise the self-concept level of the other race as well.

Gezi, K.I. Analyses of certain measures of creativity and self-concept and their relationships to social class. Paper presented at the California Educational Research Association Conference, Los Angeles, 1969.

Four hypotheses relating measures of creativity and self concept to social class membership were tested with 40 middle class and 27 lower class children, 11-12 years of age. Results indicated significantly less discrepancy between ideal and actual self for middle class children compared to that for lower class children, with the most capable lower class children more likely to underestimate their ability than the less capable. No correlation between creativity as measured on the Torrance Test and self-concept was found.

Gilbert, D.C. The young child's awareness of affect. Child Development, 1969, 40, 629-640.

102 4-6 year old children were rated for their awareness of affect by teachers and on responses to 6 verbal and performance tests. The teacher ratings consisted of a 32 item Adjective Checklist, including affect knowledge and expression, verbal ability, empathy with other children, use of imagination in play, and ego strength, social relation, and general happiness. The tests were 1) Sorting expressions (a 10-item sorting task with 4 facial expression cards in each task from the Tomkins Series); 2) Stick Figure Inference (Sarbin Stick Figures); 3) TAT inference (cards 7GF, 3BM, and 3GF); 4) Knowledge of Affect Words (define "happy,""sad,""mad,""angry," and "scared"); 5) Self Reference (association to affect words coded for self-reference); and 6) Affect Knowledge Scale (Defensiveness Scale of Ruebush & Waite). The WISC Vocabulary subtest was administered to obtain estimated IQ's and to study the relation between general verbal concept development and affect concept development.

The results of a cluster analysis of teacher ratings and intercorrelation of tests provided support for several of the hypotheses: 1) Older children show greater awareness and differentiation of affect concepts than do younger children ($p < .02$). 2) Children with greater awareness of affect concepts show greater variety and control of affective expression ($p < .025$). 3) Children manifest their awareness of affect concepts in their sensitivity to the feelings of others ($p < .05$) and finally 4) Children who are more aware of affect use greater imagination in art work and dramatic play. Teachers describe the child who can verbalize his feelings as expressive, mature, empathetic, and imaginative. The data suggests that a child's affect awareness is a general orientation which he utilizes in his selective responses to other people and in his awareness of self.

Gill, M.P. Relationship between pattern of achievement and self-ideal congruence. Paper presented at the American Educational Research Association Convention, New York, 1971, ED 047 329.

This study investigates the relationship between pattern of achievement and self-ideal congruence of 408 ninth grade boys and girls. Underachievers, average achievers, and overachievers were determined on the basis of whether their final average marks were higher or lower than had been predicted. Prediction criteria are presented. Self-ideal congruence was inferred from: (1) discrepancies between placements of ratings on the perceived-self and ideal-self scales; and (2) correlations between ratings on the perceived-self and ideal-self scales (Gill & D'Oyley, 1968). The finding that low level of self-ideal congruence is commonly associated with underachievement suggests that the concept of self-ideal congruence is potentially relevant in the identification and remediation of underachievement. The author emphasizes the effectiveness and simplicity of the instrument and procedures utilized in the study.

Golightly, C., Nelson, D., & Johnson, J. Children's dependency scale. Developmental Psychology, 1970, 3, 114-118.

A scale designed to measure dependency in fourth, fifth, and sixth grade children was constructed by means of internal consistency item analysis procedures. Sixty-five, true-false items were administered to 219 elementary school children. The analysis yeilded 33 cross-validated items. With a new sample, test-retest reliability (2 weeks) was .67 for fourth graders, .87 for fifth graders, and .82 for sixth graders. In subsequent concurrent validity studies, scores on the Children's Dependency Scale were found to decrease with the increasing age of children, to be higher for girls than for boys, and to be higher for children in dependent families. A slight relationship was obtained between scale scores and teacher ratings of dependency.

Greenberger, E. Assessment of curiosity in children: A new procedure and some preliminary findings. Proceedings, 77th Annual Convention, APA, 1969, 389-390.

Attention may be a poor measure of curiosity since it can be easily contaminated by other unmeasured factors. Therefore this study tested a knowledge-seeking strategy, using incongruous stimuli. An incongrity game (I.G.) was constructed to test the child's capacity to tolerate and resolve incongruity. In the game 8 pairs of incongruous and normal pictures were presented to 209 1st through 3rd grade white, middle-class children for whom CTMM IQ scored has been obtained. Also, the Greenberger Student Behavior Profile and the Hogan's Adjective List were completed by their 2 teachers. Teacher ratings and achievement strivings were found to be positively associated, but there were negligible relation ships between I.G. and IQ scores and between I.G. and achievement strivings, which the author interprets as evidence of the discriminant validity of the game.

Guilford, J.S., Gupta, W., & Goldberg, L. Relationship between teacher-pupil value disparities and the academic achievement, classroom behavior, and school adjustment of elementary schildren. General Behavioral Systems, Inc., Torrance, California 90505.

The Values Inventory for Children (VIC) objective, self-administering inventory originally contained 60 pictorial items; and was administered in the Fall of 1970, to 996 children in grades 1 through 3 from 5 ethnic groups: Mexican-American, Oriental, Anglo, Negro, and Indian. Factor analyses of the original items revealed 8 underlying dimensions: Social Conformity; Academic/Health; Me First; Asocial; Aesthetic; Closeness to Adults; Sociability; and Masculinity. In the Spring of 1971, 611 children were retested. Teachers tended to give more "desirable" ratings to girls than to boys, to second-graders than to either first- or third-graders, and to Anglos and Orientals rather than to Mexican-Americans and Negroes. They liked best those students who were conforming, not asocial, and who liked physical closeness to adults.

The best value predictors of both adjustment to and academic achievement in school were approval of socially conforming behaviors and disapproval of asocial behaviors. Academic value was unrelated to either adjustment or achievement. A measure of teacher-child value congruity was based upon the commonality between the child's and the teacher's responses to the VIC items. It was found that the more like a teacher a child is in values, the more favorable that child will be perceived by the teacher and the higher that child will score on reading achievement. The revised VIC, containing 50 items and 7 factors, was administered to 1133 previously untested children in grades 1 through 4.

Grossman, B.D. A study to determine the relationship between anxiety and learning in young children. Hofstra University, Hempstead, New York, 1969, ED 043 926.

The hypothesis that with young children, anxiety is likely to have a debilitating effect on their standardized test scores as well as on teachers' ratings of their competence was supported. Results of testing and observation of 156 children from preschool, kindergarten, and 1st grade show negative correlations between the anxiety questionnaire and competence ratings for kindergarten children, and no relationship at all between perceived anxiety and achievement for the first grade sample, although anxiety ratings do show a significant negative correlation with achievement. The fact may be attributable to first grade children being more defensive than kindergarteners. Anxiety seems to show no relationship to achievement motivation for kindergarten children, but a positive relationship for first graders. For preschoolers it is found that achievement motivation reflects a concern about success, and may be viewed as a form of anxiety. Concern about success and failure is more apt to be part of a general anxiety for the older children, particularly for girls, reflecting the fact tha competition is generally less acceptable for girls than boys in our society.

Harrison, R.H. & Budoff, M. Demographic, historical, and ability correlates of the Laurelton Self-Concept Scale in an educable mentally retarded sample. Research Institute for Educational Problems, Cambridge, Massachusetts, 1970, EC 031 987.

To investigate the validity of the Laurelton Self-Concept Scale (LSCS), 172 educable retardates on whom the original factor analysis was done, served as subjects. The LSCS was administered orally and criterion variables were broken down into ten groups. Results indicated that reported self concepts of the educable bear considerable relationships to the objective facts of their role, situation, and behavior. The directions of some of the relationships were the reverse of what might have been expected indicating the operation of denial. High threat areas evoked more denial than low, and low intelligence was more associated with denial than high in this study. Tables of data were included.

Hartup, W.W. Early pressures in child development. Young Children, 1965, 20, 270-285.

The origins of independent and achievement-oriented behavior is discussed from a theoretical point of view, supported by a review of the research literature. The approach is that of social learning as it influences early development.

Hartup, W.W. Friendship status and effectiveness of peers as reinforcing agents. Journal of Experimental Child Psychology, 1964, 1, 154-162.

The performance on a marble dropping task of 36 nursery school children was studied under 2 conditions. Half the children were given continuous attention and periodic verbal approval by liked peers, and the remaining half were reinforced by disliked peers. The apparatus on which the child dropped the marbles was a board with bins on the sides filled with marbles. A light was activated as the marble dropped, and recorded the score on the console below the board. The assessment of friendship status was made on a picture sociometric test (Moore & Updegraff, 1964) where the child chose 4 children he especially liked and 4 others he especially disliked. The rate of marble dropping was better maintained during the 6-minute testing period when the reinforcing agent was a disliked rather than a liked peer ($p < .01$). Performance was better maintained for 5 year olds than 4 year olds ($p < .05$).

Hartup, W.W. & Coates, B. Imitation of a peer as a function of reinforcement from the peer group and rewardingness of the model. Child Development, 1967, 38, 1103-1016.

56 nursery school children participated in a study to test the hypothesis that the effect of exposure to rewarding peer models, as compared to nonrewarding models, depends on the subject's general history of reinforcement from the peer group. The modelled behavior consisted of a series of altruistic and "incidental" responses. It was found that the subjects exposed to an altruistic peer model displayed significantly more altruism than subjects not exposed to a model. It was also discovered that subjects who had a history of frequent reinforcement from their peers imitated a rewarding model significantly more than a nonrewarding model; on the other hand, children who received infrequent reinforcement from peers imitated nonrewarding peers significantly more than rewarding peers. The results are discussed in relation to Mowrer's secondary reinforcement theory of imitative behavior.

Hartup, W.W., Galzer, J.A., & Charlesworth, R. Peer reinforcement and sociometric status. Child Development, 1967, 38, 1017-1024.

Using a picture sociometric technique, the relation between peer reinforcement and social status was measured in 32 preschool children in 2 classes, with repeated measurement of the subjects in 1 class. It was predicted that a) social acceptance, measured in terms of sociometric choices, would be positively associated with the extent to which the child dispenses positive reinforcement in the peer group, but not the frequency with which he dispenses negative reinforcement, and b) social rejection, measured in terms of negative sociometric choices, would be positively correlated with incidences of giving negative reinforcers to the peer group but not frequency with which positive reinforcers are dispensed. c) Children receive more positive reinforcement from liked peers than disliked peers, and d) Children receive more negative reinforcement from disliked than liked peers. The measurement took place in a 5-week period; there were 12 3-minute periods observed by 2 judges who looked for instances in which the child had dispensed or received peer social interaction. All but the fourth prediction was supported, i.e. children did not receive more negative reinforcement from disliked than from liked peers. More positive than negative reinforcement was received from both liked and disliked peers. All tests were significant beyond the .02 level.

Hartup, W.W. & Himeno, Y. Social isolation versus interaction with adults in relation to aggression in preschool children. Journal of Abnormal and Social Psychology, 1960, 59, 17-22.

In an attempt to clarify the effects of social isolation on motivation, the aggressive behaviors of 48 preschool children from the Iowa Child Welfare Research Station were studied. A 10-minute modified doll play situation was studied in relation to other experimental conditions of isolation and interaction with adult experimenters, order of conditions, sex of child, and sex of experimenter. The major findings were: a) children showed a significantly greater frequency of aggressive behavior in doll play preceded by isolation than in doll play preceded by interaction experiences ($p < .05$); b) boys were more aggressive than girls ($p < .05$); c) there were no differences in frequency of aggression from first to second session; d) frequency of aggression was greater in each 2-1/2 minute interval following isolation than in the corresponding interval following interaction ($p < .005$). Implications from these results are that frustration effects (as well as deprivation effects) occur in consequence of a child's being isolated in a nonpunitive fashion by an adult, and sex of the child is a significant variable in experimental studies of children's aggression.

Hartup, W. W. & Smothergill, N. L. (Eds.) The young child: reviews of research. National Association for the Education of Young Children, 1967, xi-302.

18 major reviews of research have been up-dated for inclusion in this text, designed primarily to provide information for teachers and others working with children in applied settings. Even though the focus of the research is on development from 2 to 8 years, the editors point out that since most child research is "problem-oriented rather than age-oriented," development at other age levels is considered.

Heckhausen, H. The anatomy of achievement motivation. New York: Academic Press, 1967.

A comprehensive account of empirical investigations on achievement motivation, as well as an integrated account of the theoretical implications of the data both for a theory of achievement motivation in particular and for theories of motivation in general, are presented.

Heckhausen, H. Achievement motive research: current problems & some contributions toward a general theory of motivation. In Jones, M. R., Nebraska Symposium on Motivation, 1968, 166-174.

Results of an experimental study support a strongly theoretical position that motive disposition is a powerful moderator variable for the relationship of success probability to incentive. Moreover, motive disposition appears to influence a subject's response to extrinsic incentives where difficulty as such does not enter. Both types of modifying effects complicate matters enormously, but they are a challenge for more sophisticated experimental designs and for more precise control of conditions than have so far been achieved. Promising research questions for the future would examine other differences in the achievement motive when studied in various sociocultural milieus, and factors mediating the relationship between motive and ability as well as performance. An excellent bibliography is included.

Helper, M. M. Comparison of pictorial and verbal semantic scales as used by children. Journal of Genetic Psychology, 1970, 117, 149-156.

Children at 4 grade levels (4th and 6th grades, kindergarten, and nursery school 4 yr. olds) rated 21 concepts on 8 pictorial scales and on 4 verbal marker scales. Very clear-cut evaluation and potency factors, each defined by both types of scales, emerged from factor analysis (with blind rotation) of the scale intercorrelations in the 2 oldest groups. Only the pictorial scales yielded a clear-cut potency factor in the kindergartners. Neither type of scale yielded interpretable factors in the nursery school group. It is concluded that a pictorial scale format has some advantage in getting semantic ratings from children in the earliest school grades.

Herbert, E. W., Gelfand, D. M. & Hartmann, D. P. Imitation and self-esteem as determinants of self-critical behavior. Child Development, 1969, 40, 421-430.

The relationship between self-ratings of esteem and exposure to an adult model learning self-critical behavior was examined with 20 boys and 20 girls in 4th grade. No correlation was found between actual performance on a bowling task and self-evaluation of performance. Children exposed to a model generally used the model's standards for rewarding performance but did not imitate the self-critical comments. The inferences drawn from the study are that self-critical behaviors can be learned through imitation of a model, and that self-denial of reward is relatively independent of other types of self-evaluation. (Also see Liebert references.)

Hill, K. T. Social reinforcement as a function of test anxiety and success-failure experiences. Child Development, 1967, 38, 723-737.

Sixty-four 7-year-old children of each sex and at low and high levels of anxiety as measured by the Test Anxiety Scale for Children (N = 256) were divided equally into 4 experimental groups according to the type of pretraining (success or failure) and reinforcement conditon (social reinforcement or nonreinforcement) in a subsequent marble sorting task. Performance was higher under social reinforcement and lower under nonreinforcement for low-anxious children after success and high-anxious children after failure, but similar under the 2 reinforcement conditions and at an intermediate level for low-anxious children after failure and high-anxious children after success. These results suggested a revision in the incentive-anxiety reduction position previously stated to account for the effects of social reinforcement from adults on children's performance at simple tasks.

Hill, K. T. & Dusek, J. B. Children's achievement expectations as a function of social reinfrocement, sex of s and test anxiety. Child Development, 1969, 40, 547-557.

24 8-9 year old children were assigned to 6 experimental groups according to 3 types of pretraining (success, failure, and none) and 2 levels of reinforcement (social or none). Findings indicated that changes in achievement expectations were negatively correlated with test anxiety for girls and positively for boys. It was suggested that although these results might be reflecting an interaction between the sex of the child and that of the adult, it is likely that there are greater sex differences in learning and cognition than have been admitted.

Hill, K. T. & Stevenson, H. W. Effectiveness of social reinforcement following social and sensory deprivation. Journal of Abnormal and Social Psychology, 1964, 68, 579-584.

Prior to the presentation of a simple operant task, 72 boys and girls of 5 to 7 years of age were placed in 1 of 3 deprivation conditions: (a) social and sensory, (b) social, (c) nondeprivation. The conditions differed according to the presence or absence of the examiner and the presence or absence of interesting visual stimulation (viewing a colored, abstract film). During the 7 minutes of the experimental task children were socially reinforced by supportive comments twice each minute after the first, base-line minute. In the analysis of changes in performance following the 1st minute, significant effects were found for (a) deprivation condition (C), (b) sex (S), (c) age (A), (d) minutes (M) x (S) x (C), and (e) (M) x (C) x (A). It was concluded that isolation has differential effects on performance as a function of age and sex, and that the effects of isolation were related more to the sensory components of the situation than to the social components.

Hillery, M. C. A descriptive study of cognitive and affective trends differentiating selected groups of pre-school children. Wisconsin University, Milwaukee, 1969. (PS 002 103).

5 groups of approximately 30 preschool children each were tested 3 times with a battery of instruments designed to test a variety of developmental tasks. Disadvantaged groups of children performed at lower levels in all measured areas of cognitive functioning. However, in two of the five groups there was an improvement in self-concept which may be attributed to the integration of disadvantaged with advantaged children in those groups.

Hoepfner, R. Problems in measurement of affect in young children. Paper presented at NCME, New York, 1971.

Insko, C. A. Theories of attitude change. New York: Appleton-Century-Crofts, 1967.

This book focuses primarily upon experimental approaches to attitude change. There is no discussion of the survey literature or literature on individual differences, except in conjunction with experimental manipulations. The before-after design, which involves one experimental and one control group, has been most popular in this field. The experimental group receives the pretest, an experimental manipulation, and then a posttest. The control group receives only the pretest and posttest. Subjects are either randomly assigned to one of the 2 groups or matched on some a priori basis. Results are typically analyzed by comparing the differences between pretest and posttest in the experimental group with comparable differences in the control group. Demand characteristics and experimenter bias are considered. Concepts of attitudes & general methodological considerations are followed by chapters on theory, research, and

evaluation by Hovland, Janis & Kelley; Sherif; Helson; McGuire; Osgood; Rokeach; Heider & Newcomb, etc. Finally, evaluation is discussed in terms of immediate and long term behavioral effects of attitude change, long term effects of maniuplation, lack of mathematical rigor, and problems of experimenter bias.

Johnson, O. G. & Bommarito, J. W. Tests and measurements in child development: A handbook. San Francisco: Jossey-Bass Inc. 1971.

A collection of measures in child development largely from professional journals in psychiatry, psychology, and education covering the years from 1956-1965. Criterial for selection were: (1) suitable for children birth - 12 yrs.; (2) available to other professionals; (3) unpublished, non-commercial; (4) enough information to use measure; (5) long enough to establish norms and reliability, and validity; (6) technically usable without excess equipment. The majority of the measures are concerned with self-concept, i.e. they are designed to measure a child's feelings about himself, ranging from general self-concept such as body image and capacity for responsibility. Interrelated categories include personality variables, adjustment, anxiety, attitude toward adults and peers, child rearing, and measures of social behavior.

Kamp, L. N. & Kessler, E. S. The World Test: developmental aspects of a play technique. Journal of Child Psychology & Psychiatry & Allied Disciplines, 1970, 11, 81-108.

4 groups of 20 6-9 yr. old public school children were given World Test materials including 431 toys. A 4-stage developmental scale was used to score the end products: juxtapositional, schematic, depictive, and realistic. The influence of CA and MA on the developmental level of the World Test end products was found to be positive with CA somewhat stronger. A number of other factors possibly influencing the play are discussed.

Kassorla, I., Gupta, W. & Stern, C. Reinforcement conditions with preschool children related to socioeconomic status, race, and sex. Paper presented at the annual meeting of the California Educational Research Association, Palo Alto, Calif. , 1966.

Using a task which controlled type and amount of reinforcement provided, no significant differences attributable to SES or race in persistence or task involvement were found with preschool children.

Katkovsky, W., Crandall, V. C. & Good, S. Parental antecedents of children's beliefs in internal-external control of reinforcements in intellectual achievement situations. Child Development, 1967, 38, 765-776.

Children's beliefs that they cause the reinforcements they receive (internal control) in intellectual-academic achievement situations were correlated with ratings of the mother's interaction with her child. 41 6-12 year old children of above average I.Q. were given the Intellectual Achievement Responsibility Questionnaire, a measure of belief in internal-external control of reinforcements. Then the Fels Parent Behavior Rating Scales (PBR) (Baldwin, Kalhorn & Breese, 1949) were completed by a home visitor based on her observation of the interactions among the members of the child's family. The procedure was repeated for 40 more families having 2nd through 4th grade children. The second group of interviews included both the mother and father, whereas the first included only the mother. The results showed that girls with affectionate fathers were less apt to attribute their failure to their own inadequacy ($p < .01$). Correlations between warmth, praise, and support and internal control were significant at $p < .05$, $p < .05$, and $p < .001$ levels, respectively. Conversely, negative behaviors of parents (e.g. dominances, rejection, hyper-criticism) were negatively associated with internal control.

Katz, I. Academic motivation and equal educational opportunity, Harvard Educational Review, 1968, 38, 57-65.

Katz, I. Factors influencing Negro performance in the desegregated school. In: M. Deutsch, I. Katz, & A. R. Jensen, Social class, race, and psychological development. New York: Holt, Rinehart, & Winston, 1968, 254-290.

This chapter reviews and synthesizes the research on motivational determinants of performance of Black children in racially mixed classrooms. In schools where white age peers and teachers dominate, a variety of favorable and detrimental influences are found. Facilitation is found where there is a high degree of acceptance by white peers and adults, thereby motivating Black children to adhere to white standards of academic achievement; detrimental influences are found where there is a marked discrepancy between the educational standards of Black and White schools, and where feelings of inferiority predict a low expectancy for academic success.

Katz, I. Some motivational determinants of racial differences in intellectual achievement. Clearinghouse for Federal Scientific & Technical Information, Springfield, Virginia, 1967.

Motivational concepts and their relevance to racial differences in intellectual achievement in the United States are discussed in a theoretical model of achievement motivation. It is suggested that for

Negroes in predominantly white intellectual-academic situations, the value of success is high while the expectancy of success is low, because white achievement standards are higher than Negro standards. Other research indicates that low performance of Negro pupils is associated with inadequate reinforcement histories both at home and in the classroom. Early deprivation of approval seems to establish self-perpetuating patterns of overdependence upon the social environment for achievement rewards and the setting of achievement standards. These motivational factors may illuminate available data on the achievement of Negro pupils in racially segregated, desegregated, and integrated public schools.

Kinch, J. W. Research note: A formalized theory of the self-concept. American Journal of Sociology, 1963, 68, 481-486.

The self concept is viewed as the organization of qualities that the individual attributes to himself. The individual's conception of himself emerges from social interaction and in turn guides or influences the behavior of that individual. Three postulates of the formalized theory are: 1) The individual's self-concept is based on his perception of the way others are responding to him. 2) The individual's self-concept functions to direct his behavior, and 3) The individual's perception of the responses of others toward him reflect the actual responses of others toward him. Within these propositions there are 4 basis concepts or variables: 1) the individual's self concept, 2) his perception of the responses of others toward him, 3) the actual responses of others toward him, and 4) his behavior.

Klein, S. P. & Strickland G. The child's attitude toward school. California University, Los Angeles. Center for the Study of Evaluation, 1970, ED 048 324.

The Attitude to School Questionnaire (ASQ) was developed as a measure of first graders' attitudes toward school which could be easily administered and scored. It requires no reading; the child looks at cartoons while the administrator explains what is going on; the vocabulary used is carefully controlled; colored pages are used, not numbered items; second person narration is used to minimize identification problems with third person narrative; and separate booklets are available for boys and girls. Data from a field test with 263 first graders in a middle class suburb produced only 4 of the 8 factors originally hypothesized. These were attitudes toward school, schoolwork, teacher, and principal. Two others--attitude towards peers and towards play--did not appear as such and seem to be better characterized as "attitude toward peers and play." Finally, attitudes toward math and reading do not appear to be strongly differentiated at this age.

Kogan, N. & Morgan, F. T. Task and motivational influences on the assessment of creative and intellective ability in children. Genetic Psychology Monographs, 1969, 80, 91-127.

In a study with 109 5th grade children, no clearcut relationships were found between the context (game-or test-like) in which a creativity test is given and performance on the test. The test-like situation enhanced fluency but test anxiety was also demonstrated.

Koslin, S. C. Amarel, M. & Ames, N. The effect of race on peer evaluation and preference in primary grade children: An exploratory study. Journal of Negro Education, 1970, 39, 346-350.

In a study with 120 1st and 2nd grade children in 3 schools (segregated white, segregated Black, and integrated) attitudes of the children toward race of classmates showed no consistent relationship to sex, grade, or ethnic composition of the school. However, white children overwhelmingly preferred a predominantly white class ($p < .001$) whereas no consistent pattern was evidenced by the Black children.

Kowatrakul, S. "Need achievement" training for Head Start children and their mothers. Temple University, Philadelphia, Pennsylvania, College of Education, 1970, ED 048 943.

The hypothesis that children receiving need for achievement ("n"-Ach) training would score higher on intelligence tests and evidence more of an increase in need for achievement, as measured by the Aronson Graphic Expressions, than children not receiving such training was tested with 46 boys and 38 girls (all Black). Two "n"-Ach training groups and two control groups were pretested with the Aronson Graphic Expressions design. "N"-Ach treatment for the experimental groups consisted of one hour of training each morning on Head Start school days for three months. The tasks of the trainer were: (1) training in goal setting; (2) development of achievement language ("I will try harder." "I did it"); (3) development of cognitive supports; and (4) development of group supports. Posttests given were the Standford Binet and Aronson Graphic Expressions. The tested IQ change occurred in the predicted direction but was not significant and there were no significant differences between the two groups in "n"-Ach.

Kremer, B. Self-concept development: An abstract bibliography. ERIC Clearinghouse on Early Childhood Education. University of Illinois, Urbana-Champaign, December, 1972.

This bibliography, compiled to alert educators to self-concept development in young children, was made through documents found in the ERIC microfiche collection and in journal literature. Abstracts of selected documents have been taken from Research in Education and journal citations from the Current Index to Journals in Education.

Included are published and unpublished studies focusing on self-concept formation with implications for education, self-concept and racial attitudes, past or existing programs that focus on development of self-concept, and several guides to enhance the preschooler's self image in the classroom.

Krider, M. A., Petsche, M. An evaluation of Head Start preschool enrichment programs as they affect the intellectual ability, the social adjustment, and the achievement level of five-year-old children enrolled in Lincoln Nebraska. Nebraska University, Lincoln, 1968 (ED 015 011).

200 4-5 year old disadvantaged children matched for sex, race, I.Q., and SES were divided into 3 groups to investigate the effects on achievement of providing some children with preschool programs and some with none. The groups were: 1) matched Head Start and non Head Start, 2) Control non Head Start, and 3) Experimental group Head Start. No significant across group differences were found, although all children demonstrated reliable pre-post gains.

Kukla, A. The cognitive determinants of achieving behavior. Doctoral dissertation, UCLA, August, 1970.

A cognitive explanation of achievement-related behavior is developed. It is suggested that high and low achievers diverge behaviorally in the achievement situation because they conceptualize the causes of success and failure in disparate ways. This formulation is contrasted with the current view of achievement, which accounts for individual differences in achieving behavior by differences in the affective states of pride or shame elicited by the task situation.

It is first shown that children who differ in achievement level also differ in their cognitions about the causes of their outcomes. It was found that those high in achievement needs had a greater tendency to attribute outcome to effort than either an intermediate or a low achievement group. Those intermediate in achievement needs were the only group who attributed outcome to the luck dimension. Thus each level of achievement motivation can be uniquely characterized in terms of its cognitive dispostions with respect to causal attribution.

Evidence is next presented for the hypothesis that these disparate cognitions are the antecedent conditions of achievement-related behavior. Specifically, it is hypothesized that any conditions which encourage the attribution typical of a given achievement group will result in the behavior which is also characteristic of that group. Prior experiments dealing with the differential effects of skill versus chance task orientations support this conclusion. Two new experiments are reported which constitute a direct test of the above cognitive hypothesis. In both experiments one group was instructed that its outcome on a task would be determined

by both ability and effort, while a second group was told that only ability would influence outcome. These two orientations differ from each other in the same way that the high achiever's typical attribution differs from the low achiever's. In Experiment 2, it was found that high achievers in the ability-effort oriented group performed better than high achievers in the ability oriented group. In Experiment 3, the ability-effort group of high achievers showed a greater preference for intermediate risk tasks than high achievers in the ability group. In both these experiments, the ability-effort group differed behaviorally from the ability group in the same way that uninstructed high achievers are known to differ from uninstructed low achievers. The attributional instructions did not, however, differentially affect the behavior of low achievers. This finding is tentatively explained as the result of an interaction between the instructions and the low-achiever's attributional tendencies.

Kuzma, K. The effects of three preschool intervention programs on the development of autonomy in Mexican-American and Negro children. Doctoral Dissertation, University of California, Los Angeles, March 1970.

Nine classrooms consisting of 42 Mexican-American and 35 Negro children enrolled in the San Bernardino summer Head Start program, were randomly assigned to the following three different treatment groups: (1) Autonomy treatment which utilized a specially prepared Autonomy Program Guide, which contained suggestions about how the teachers could foster the development of autonomy in young children; (2) Language treatment which utilized the UCLA Preschool Language Program which stressed the development of language as it related to the different subject areas in school; and (3) Regular Head Start treatment which served as the control group.

The data on these children were obtained by utilizing the PPVT as a measure of intelligence and the Cincinnati Autonomy Test Battery (CATB) as a measure of autonomy. Data on the teachers and aides were obtained by the use of the UCLA Characteristics of Teaching Staff, the UCLA Teacher Expectations of Achievement for Children in Head Start (TEACH), the Observers Rating Form (ORF), and a teacher's reaction sheet.

The results of this study indicate the following: (1) In general, Mexican-American and Negro children appear to be very similar in the various aspects of autonomy; (2) Autonomous behavior tends to increase when children are in a preschool program, irrespective of different types of supplimentary curricula; (3) Mexican-American children tend to increase more in autonomous behavior during a preschool program than do Negro children; (4) Intelligence can be increased significantly in seven weeks when children are in a preschool program that emphasizes either language or autonomy; (5) Intelligence correlated positively only to those aspects of autonomy which may be considered congnitively orientated, for example,

competence in English, task competence, persistence, field independence and reflectivity; and (6) Differences in teacher expectations and teaching performance should not be ignored when studying the effects of different intervention programs.

LaCrosse, E. The first six years of life: A report on current research and educational practice. Genetic Psychology Monographs, 1970, 82, 161-266.

In a "state of the field" presentation to the Public Education Staff of the Ford Foundation, the author reviews American literature and contemporary research projects dealing with children from birth to age 6. Topics covered are preschool education, preschool environments, social development and personality, physical development, language, attentional processes, curiosity, cognition, and measurement and assessment devices. Each of these areas is covered intensively from 1961-1967 with selected coverage of years prior to 1961. A bibliography of 198 published work and ongoing projects (as of 1968) is included.

Lamb, H. E., Ziller, R. C. & Maloney, A. W. The development of self-other relationships during project Head Start. 1968, (ED 015 008).

Two-thirds of the students, or 978 children in the Delaware summer 1965 Head Start Programs, were given a pre-test on 11 items from the self-social symbols tasks, and 945 of the children were post-tested, 100 non-Head Start children of a comparable background were used as a control group and tested in their homes at the same time as the Head Start students. Eighty pairs of children were pre-tested on a sharing task measuring social trust, and 20 pairs were post-tested. Results of the tests showed that the Head Start experience produced positive changes in self and self-other relationships. Head Start children gained a perception of self as being similar to others and tended to maintain self as central. Controls showed a shift toward lower self-esteem and a lack of change from a self-different to a self-same response.

Landis, D., Hayman, J. L., Jr., Hall, W. S. Multidimensional analysis procedures for measuring self-concept in poverty area classrooms. Journal of Educational Psychology, 1971, 62, 2, 95-103.

Complete evaluation and modification of compensatory intervention programs require a method capable of assessing self-image that can be used reliably and easily on a relatively large scale, to ascertain reliable data on the structure of self as it might vary across programmatic units (e.g. classes, schools, districts, programs, etc.). The present article describes a usable method for the assessment of self-image at this level, using the individual differences multidimensional analysis procedure of Tucker & Messick. 487 4th grade

subjects in 16 poverty area classrooms were administered an instrument in which 12 critical concepts were presented by methods of complete triads (e.g. Teachers are most like (A) soldiers, or (B) Puerto Ricans). Three factors were obtained, representing subgroups of the 16 classrooms. Within each subgroup, the number of concept dimensions varied from 3-4. Tentative interpretations of each concept dimension were made, but will require other experimental verification before the results can be accepted.

Lefcourt, H. M. Internal versus external control of reinforcement: A review. Psychological Bulletin, 1966, 65, 206-220.

Liebert, R. M. The acquisition of self-reward patterns by children. Vanderbilt University, Nashville, Tennesee, 1968 (PS 002 169).

Two experiments to determine the development of an individual's ability to adhere to standards and to reward himself for only those performances above criterion were carried out with 8- to 10-year-olds. The situation was a miniature bowling game (secretly controlled by the experimenter) in which children could reward themselves with tokens for their bowling scores. The significant variables manipulated were the method of informing the subject of standards, the status of model or instructor, the incentive level, and the rule structure. The results indicated that rule structure may play a vital role in children's private adoption of standards, that increased incentive results in lowering of standards, and that direct instruction and modeling both establish standards better than no instruction but do not differ in effect from each other. Even in the performance of subjects who deviate from the established standards, the underlying principle of reward for high scores is adhered to. For lower class subjects, high status increases the influence of people giving direct instructions but decreases the influence of those acting as models. It appears that a child's adoption of self-imposed standards depends on the operation of social influence variables.

Liebert, R. M., Hanratty, M. & Hill, J. H. Effects of rule structure and training method on the adoption of a self-imposed standard. Child Development, 1969, 40, 93-101.

A person's ability to impose stringent standards upon himself in the absence of external constraints is an important aspect of socially acquired self-control. This study investigated the effects of rule structure and training method on the adoption of a stringent standard for self-reward by 48 2nd grade children. A $2 \times 2 \times 3$ factorial design (modeling or direct instruction, sex, and 3 levels of rule structure) was employed. As predicted, the higher the level of rule structure during training, the greater the subjects' adherence to the stringent standard when performing alone ($p < .025$). No significant differences were found for sex or training method, nor were there any significant interactions.

Liebert, R. M. & Ora, J. P., Jr. Children's adoption of self-reward patterns: incentive level and method of transmission. Child Development, 1968, 39, 537-544.

A 2 x 2 x 3 factorial design (2 incentive levels, sex of subjects, and 3 modes of training) was used in a study to investigate the effects of incentive level and method of transmission. 72 8-10 year old boys played a miniture bowling game with fixed schedules of scores and chips as rewards. As predicted, high incentive resulted in greater rule violation than did low incentive when subjects performed alone ($p < .001$). Also as anticipated, both modeling and direct training procedures proved to be effective ($p < .001$). A hypothesized "patterning" of rule deviations in the modeling and direct training groups was also found.

Lipsitt, L. P. A self-concept scale for children and its relationship to the children's form of the manifest anxiety scale. Child Development, 1958, 29, 463-473.

The discrepancy score obtained between a self-concept rating and an ideal self scale for 300 4-6th graders was not as sensitive as either measure alone. The self-concept measure was more reliable than the discrepancy score, and more highly related to the score on the Children's Manifest Anxiety Scale. Significant correlations were found between grade and sex and CMAS; high anxious children tended to have low self-concept scores.

Long, B. H. The self-concept of Negro and White school beginners. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1968.

Long, B. H. & Henderson, E. H. Self-social concepts of disadvantaged school beginners. Journal of Genetic Psychology, 1968, 113, 41-51.

Long, B. H., Henderson, E. H. & Ziller, R. C. Developmental changes in the self-concept during middle childhood. Merrill-Palmer Quarterly, 1967, 13, 201-215.

Ziller, R. C., Hagey, J., Smith, M., & Long, B. Self-esteem: A self-social construct. Journal of Consulting and Clinical Psychology, 1969, 33, 84-95.

For several years Long has been working with Henderson and Ziller in a series of studies relating the level of self esteem of children just entering school in the rural South to later progress in school. Racial differences were predicted since self-concept is derived from direct communication about the self from others, self comparisons in immediate environment, and role assigned by community. In the first study 72 Negro Head Start and 72 White children of the same age were contrasted. A second study compared 96 Negro and 96 Whites entering first graders, matched for SES level. Differences (.05 level)

were found for three measures: self-esteem, social interest or dependency, and identification with particular others. The measure of esteem consisted fo 5 circles arranged at different levels, which were to represent children. The child was asked to select a circle to stand for himself. Choice of a higher circle reflected a higher evaluation of self. While there was a large overlap in the Negro and White distribution, more Negro children chose the very lowest position.

The second task, designed to assess social interest or dependency, consisted of 3 circles arranged at the apexes of a triangle. Circles stood for "other people;" the child was given a gummed circle to stand for himself and told to paste it anywhere on the page. Placement within the group of "others" was scored as social interest or dependency. Black Head Start children placed themselves more often outside the group, while in the 1st grade study a race x class interaction was found, with White middle-class children and Negro lower-class children showing higher social interest scores.

For the third task, identification, there was a row of circles with a sketch of another person (mother, father, teacher) in the extreme left circle. The child was asked to select a circle for himself. A circle closer to the figure was given a higher score for identification. The younger Negro children were found to identify significantly more with mother and teacher and less with father than did the White children. In the 1st grade group, Negroes showed less preference for father, but for the mother and teacher figures, differences were related to class not race. Thus, the Negro-White differences found with Head Start children would seem attributable to the lower class status of the Negro. Lower esteem, less social interest, less identification with mother and teacher, characterize the lower class child, both Negro and White. These characteristics appear to be present at the time these children enter school.

Longstreth, L. E. The relationship between expectations and frustration in children. Child Development, 1960, 31, 667-671.

Amsel's theory that there is a relationship between the strength of expectation and the resultant frustration was supported in an experiment with 32 second grade children. The group trained with a light paired with the reward during extinction demonstrated greater frustration than the group given the same training but without the light.

Madsen, M. Sub-cultural determinants of cooperative and competitive behavior. Office of Economic Opportunity, Washington, D. C. 1967 (ED 051 895).

The three studies involved attempt to assess the nature of cooperative and competitive behavior of young children in different socioeconomic classes. In the first study, 36 pairs of Head Start children, representing Mexican-American, Negro and Caucasian ethnic groups, were investigated concerning their cooperative-competitive behavior in relation to their ethnic differences. Variances in behavior were marked from group to group. The second study involved 240 children, half of whom were enrolled in Head Start. The above three ethnic groups were represented equally in this project. The only reliable relationship between ethnicity and competitive behavior found was that Mexican-American boys were less competitive than all other groups. The third study compared cooperative-competitive behavior with 40 8-year old kibbutz and urban children in Israel. Kibbutz children showed more cooperative behavior than did the city children.

Madsen, M. C. & Kagan, S. Mother directed achievement of children in two cultures. Research report, Early Childhood Research Center, UCLA, 1972.

Mother-child pairs in a small Mexican town and in Los Angeles, California were observed in two experimental situations in which the mother either controlled the rewards given to the child for success or failure or selected achievement goals for the child. The results of Experiment 1 were that mothers of both groups rewarded their children for success, but that Mexican mothers gave significantly more rewards for failure than did the U.S. mothers. The results of Experiment 2 were that the U. S. mothers chose significantly more difficult achievement goals for their children and did not lower the goal following failure as did the Mexican mothers.

Nelson, L., & Madsen, M. C. Modification of social interaction in five-year-olds: A comparison of training paradigms based on reinforcement, modeling, rule conformity, or cooperation. Office of Economic Opportunity, Washington, D. C. 1968 (ED 057 885).

To understand the developmental bases of moral-rational behavior in children, the effectiveness of four training paradigms in modifying social behavior was compared. The specific behavior studied was that of taking-turns in situations where mutual assistance was necessary in order for either of two children to receive prizes. The four training paradigms were, (1) reinforcement treatment--children took turns in helping each other get prizes, the reward being one child received a prize on each trial, as well as verbal approval; (2) modeling treatment--children observed adult models taking-turns in getting prizes; (3) rule conformity treatment--the

experimenter labeled turn-taking, explained how to take-turns, and instructed the children to take-turns; and (4) the cooperation treatment--this emphasized "No one gets prizes unless you help each other" and "If you take-turns, you will both get prizes." The subjects were 69 matched pairs of 4- or 5-year-old children randomly selected for five two-person games during four experimental sessions on four days. The effectiveness of the training was measured by the degree to which it was transferred to new situations. Analysis of the data collected show that teaching a concept of cooperation (prizes can be obtained only by taking turns) was the only method that consistently led to more cooperative interaction in new situations.

Manning, B. A. Cooperative, trusting behavior as a function of ethnic group similarity-dissimilarity and of immediate and delayed reward in a two-person game. Office of Economic Opportunity, Washington, D. C. 1968 (ED 025 322).

One hundred and thirty-six 5- and 6-year-olds participated in this study, which investigated the extent to which cooperative, trusting behavior could be demonstrated between Mexican-American, Negro, and Anglo-American children. Also considered were some of the basic variables which were important in the development of such behavior. Similar and dissimilar ethnic-group pairs were placed into immediate or delayed reward groups. Each child was given a choice of either competitive or cooperative behavior in relation to an unseen partner's behavior. Male subjects showed no significant differences in behavior. Female similar ethnic pairs were more cooperative than were dissimilar ethnic pairs, with the exception of Mexican-American and Negro pairs. Anglo-American females competed the most. Type of reinforcement and number of trials did not affect cooperative behavior. Greater maturity and understanding of ethnic mores might have been responsible for female behavioral differences.

Marshall, M. S. The effect of shyness on objective performance tests and IQ tests and its relationship to the validity of mother interviews. University of California, Los Angeles, 1970.

Shyness was found to affect the objective test performance and IQ of kindergarten children. Verbal abilities were more affected than non-verbal abilities for shy children but not for non-shy children. Another finding of interest was that mothers over estimated the abilities of their shy children much more frequently than their non-shy children.

McCandless, B. R., Bilous, C. B. & Bennett, H. L. Peer popularity and dependence on adults in preschool-age socialization. Child Development, 1961, 32, 511-518.

To test the hypothesis that girls would show more emotional dependency than boys and that emotional, but not instrumental,

dependency on adults would interfere with social relations, 26 Caucasian and 34 Oriental (Hawaiian) children were studied. The 4 teachers for each of 3 groups were asked to nominate the 4 best friends of each child in the respective groups. The index of popularity was a count of the number of mentions of "one of 4 best friends." Free play observations were used as an alternative index of popularity. Observers recorded the time spent by each child in associative and cooperative play with every child. Then there were 15 5-minute samples of child behavior with adults focussed on peer conflict and resolution. Finally mother behavior with the child was recorded in situation-bound maternal interviews. Popularity and emotional dependency was found to be negatively related ($p < .05$) as were "total adult contacts" and popularity. The over-all index of adult dependency interfered more with the popularity of girls than with that of boys, although the differences between sexes was not as great as had been found in an earlier study in the University of Iowa preschool. Mothers did not intervene more frequently in conflicts involving daughters than sons, although girls more frequently than boys asked teachers to solve their conflicts. Girls showed more total dependency than boys ($p < .05$), although differences became non-significant when "asks teacher intervention" was eliminated from the category of emotional dependence. Girls were somewhat less likely to resist conflicts ($p < .20$) and were more likely to change activity following conflict than boys ($p < .01$). There were no sex differences in instrumental dependency, and instrumental dependency did not interfere with popularity.

McCandless, B. R. & Marshall, H. P. A picture sociometric technique for preschool children and its relation to teacher judgments of friendship. Child Development, 1957, 28, 139-148.

A picture sociometric technique considered suitable for preschool aged children was devised and 3 groups of 19 children were measured 3 or 4 times at 10 day intervals. Photos of all the children were made and displayed, and the children were asked to make choices of their 3 best friends. In addition the 3 teachers of each group and 2 additional observers in one group listed the 4 best friends of each child. From the results, it was possible to reject the hypothesis that there was no relationship between children's sociometric choices and pooled teacher judgments. Both the children's sociometric scores and teacher's judgment scores were shown to be stable over 10 to 30 day intervals, increasing in stability with time, and with decreased time intervals between predictions. Later child sociometric score and teacher judgment score correlations were significant at the .05 level, whereas the earlier scores were not. This was found to be a useful technique for measuring friendships of preschool children.

McCandless, B. R. & Hoyt, J. M. Sex ethnicity, and play preferences of preschool children. Journal of Abnormal and Social Psychology, 1961, 62, 683-685.

Preschool children of Oriental (N = 30) and Caucasian (N = 26) background were observed using a time sampling technique, and their choices of play companions analyzed. Children in both ethnic groups were found to prefer to play with companions of their own sex, but this was more pronounced in boys than girls. Oriental children spent more time with other Oriental children and Caucasian children spent more time with other Caucasions, than would be predicted on the basis of proportional representation of each of the two groups. It was suggested that this was not due to prejudice, but rather "comfort" due to common backgrounds.

McClelland, D. C., Atkinson, J. W., Clark, R. A. & Lowell, E. L. The achievement motive, New York: Appleton-Century-Crofts, 1953.

The basic text is the development of n-ach theory.

McGhee, P. E., Teevan, R. The childhood development of fear of failure motivation. Paper presented at the APA, 1965.

Support for a theory of achievement as an aspect of approach-avoidance behavior, i.e. hope of success vs. fear of failure, was obtained, using a modified version of the Winterbottom questionnaire with a population of 41 high school juniors and seniors. Internal vs. external control of academic success was explored in two studies, one with elementary and one with high school children, using the Crandall Intellectual Achievement Responisibility (IAR) questionnaire. It was found that girls maintained consistent beliefs for both success or failure whereas boys were more likely to attribute their failures to themselves and their successes to others. Correlations with achievement test scores was more consistent across grades than within the same grade level.

Milgram, N. A., Shore, M. F., Riedel, W. W. & Malasky, C. Level of aspiration and locus of control in disadvantaged children. Psychological Reports, 1970, 27, 343-350.

Culturally disadvantaged and advantaged 6-yr-old children were compared on level of aspiration and locus of control. No differences between disadvantaged Negro and white children were found on either measure, but the disadvantaged in general were characterized by higher and less accurate levels of aspiration on specific performance tasks and by less internal locus of control.

Miller, L. B. & Dyer, J. L. Experimental variation of Head Start Curricula: A comparison of current approaches. Louisville University, Kentucky, Department of Psychology, 1970 (ED 945 196).

Analysis of data obtained on samples of four classrooms in each of three programs (Bereiter-Engelmann, DARCEE, Traditional) and two classrooms in the fourth program (Montessori), showed clear differences in child performance. The immediate effects of Bereiter-Engelmann and DARCEE were statistically significant in academic and motivational development. The effects of Bereiter-Engelmann were largely confined to cognitive and academic areas. The effects of DARCEE were more diffuse and most evident in the areas of motivation and attitudes. Sex differences occurred. In general, results indicate that the immediate impact was superior for the two most didactic programs. Despite within-program teacher differences on variables assessed by monitoring procedures (observation, television), results provide no evidence that the teachers (N = 14) characteristics were a source of difference among programs. Results also indicate that a brief four to eight week teacher training program supplemented by visits from consultants is adequate for identifiable program implementation.

Mischel, W. Sex-typing and socialization. In P. H. Mussen (Ed.) Carmichael's Manual of Child Psychology, New York: John Wiley & Sons, Inc., 1970.

As an introduction to the broad area of socialization, this comprehensive chapter focuses on the process through which children begin to identify themselves as males or females. The range and meaning of psychological sex differences in social behavior, and their development, are illustrated. The dispositional approach, one of the most popular strategies of personality study, has sought to identify broad trait dimensions. Correlates of personality and child-rearing practices associated with the individual's standing on the dimension of "masculinity-feminity" have been pursued vigoriously. The causal role of cognitions and self-concepts about sex-identity are considered pervasive determinants of personality. Some fundamental problems related to this approach to personality research are discussed.

Mischel, W. & Liebert, R. M. Effects of discrepancies between observed and imposed reward criteria on their acquisition and transmission. Journal of Personality and Social Psychology, 1966, 3, 45-53.

An adult alternated turns with a child in a bowling game with experimentally controlled scores and abundantly available rewards. The treatments involved discrepancies between the performance criteria used by the adult to reward himself and those he imposed on the child. Thereafter, the child continued the game in absence of the adult with free access to rewards. To examine "role-taking" effects,

one-half the children in each treatment performed alone 1st and then demonstrated the game to another younger child, with the sequence reversed for the remainder. As anticipated, reward schedules in the adult's absence were most stringent when both adult and child had initially adhered to a high criterion and least when the child had been permitted to reward himself for low achievements. Children who were trained to reward themselves only on a stringent criterion and observed the adult reward himself similarly, maintained more stringent schedules than those who had been given the same stringent direct training for self-reward but by an adult who rewarded himself leniently. The criteria children imposed on their peers tended to be identical with those they imposed on themselves and role taking had only indirect effects.

Mischel, W. & Liebert, R. M. The role of power in the adoption of self-reward patterns. Child Development, 1967, 38, 673-683.

The effect of modeling upon children's adoption of self-reward patterns was tested with 56 2-3 grade children. The apparatus used was a miniature bowling alley, with a predetermined sequence of scores. All subjects were exposed to an adult model who exhibited a lenient self-reward pattern but imposed a stringent pattern on the child. It was predicted that children in the potential reward condition would be less willing to violate the stringent schedule imposed upon them. The experimental treatment was intended to create the type of power called "fate control" in which person A, by varying his behavior, can affect B's outcome regardless of what B does. As predicted, children who had interacted with a potentially rewarding model showed greater stringency in their own self-reward when subsequently performing alone than did control subjects ($p < .05$). The self-reward behavior shown by the experimental group did not increase after the power attributed to the model had been negated.

Moore, S. G. Correlates of peer acceptance in nursery school children. Young Children, 1967, 22, 281-297.

Techniques for measuring social status (sociometric choice) in young children are presented and data relating peer acceptance to 4 aspects of social behavior: Friendliness, conformity to adult expectations, aggressiveness, and dependency are analyzed. By and large the data suggest that peer acceptance is positively related to the 1st 2 and negatively related to the last 2 attributes.

Moore, S. G. & Olsen, F. The effects of explicitness of instructions on the generalization of a prohibition in young children. Child Development, 1969, 40, 945-949.

A task was developed to study the generalization of a prohibition in preschool children as a function of the amount of information given. A supply of building blocks was given to 30 4-year-olds; some were told they could play with them while others were told not to. Half were given explicit information about the characteristics of the forbidden blocks, while for the others the forbidden blocks were identified but distinctive features were not pointed out. The children were given another set of blocks with similar characteristics and asked to put aside the forbidden ones. The hypothesis that those given specific information would generalize appropriately to the new set of blocks, while others would generalize on the basis of irrelevant stimulus features, was supported ($p < .005$).

Moore, S. G. Displaced aggression in young children. Journal of Abnormal and Social Psychology, 1964, 68, 200-204.

108 4-6 year old children at the Iowa Child Welfare Research Station played a card game in which some children associated losses with child-figure cards and winning with a plain card, while others associated losses with a plain card and winning with a child-figure card. Following the game, they played a shooting game in which they selected targets from among pairs that varied from the card game child-figures on a dimension of physical similarity. Both sexes showed a significant tendency to select as targets either figures more like or less like the card game child-figures. There were no differences in card selection as a function of conditions. Among those who lost, boys favored the more like figures, and girls favored less like figures ($p < .05$). Boys who lost most to the figure-cards show the greatest number of times ($p < .01$); those who lost less, the fewest times ($p < .05$). The boys who won from the figures were in between. No differences were found for girls.

Nakamura, C. Y. & Ellis, F. F. Methodological study of the effects of relative reward magnitude on performance. Child Development, 1964, 35, 595-610.

The effectiveness of varying relative magnitude, where the absolute magnitude was identical in low and high rewarded groups, was investigated. Boys and girls in kindergarten and 3rd grades were categorized as high and low on rated predisposition to persist based on lever activity, response speed, and trials to extinction. The results provided support for the usefulness of the relative reward method in its effects on the above measures. The combined use of the activity and speed measures was found to strengthen the interpretation of the results. The interaction of ratings on predispostion to persist with reward treatments indicated the usefulness of distinguishing on such behavioral characteristics.

New Orleans Public Schools. How he sees himself. Follow-up study. New Orleans, Louisiana, 1968, ED 040 433.

This document is an extension of a previous study undertaken to determine whether a modified curriculum that would effect children's self-concept could be developed. The subjects for the research program were children from two kindergarten classes located in disadvantaged areas. Three tests were administered: (1) Stanford Binet Intelligence Scale, Form L-M; (2) Geometric Designs; and (3) Draw-A-Man. Eight months later the same tests were given. Both batteries of tests were administered to an experimental class and a control class. The results of the evaluation indicate that the innovations and curriculum changes introduced into the model experimental class were very effective. After eight months the children demonstrated increased skill on motor-visual tasks, greater fluency in vocabulary and oral communication, and an apparent awareness of themselves and their peers.

Newton, E. S. Bibliotherapy in the development of minority group self concept. Journal of Negro Education, 1969, 38, 257-265.

Bibliotherapy is defined in education as the use of directed readings to aid in the modification of attitudes and behavior of students. Its use in the development of the self-concept is viewed as the supplying of significant models and wish fulfillment which may lead the student to the learning of new values and self-enhancement. Bibliotherapeutic procedures are suggested for use with children from minority groups and bibliographic sources noted. It is concluded that bibliotherapy may be an effective method of achieving positive self-concept and improved literacy in minority children.

Northway, M. L. The stability of young children's social relations. Educational Research, 1968, 11, 54-57.

A long-term study in which sociometric tests were administered twice a year to all children enrolled in the Institute of Child Study at a Canadian university revealed that (a) scores from 8 tests for 10 children from kindergarten to Grade 3 correlated with scores at various points on the grade level continuum; (b) for all children between junior nursery and Grade 5 who had taken 2 or more tests, scores between any 2 immediate testing points are highly significantly correlated, and that the level of significance is inversely related to distance between testing points and directly related to age at testing; and (c) although combined scores reflected the general trend, groups at the different grade levels differed considerably from each other in the degree of sociometric stability. It was also found that the degree of stability follows different patterns for girls and boys, with the former being more stable in later years. It is suggested that physiological predisposition, relationships with adults, and early experience in the peer group all play a role in determining social potential.

Parker, J. The relationship of self report to inferred self concept. Educational and Psychological Measurement, 1966, 26, 691-700.

Two research instruments, the Self Report-Inferred Self Concept Scale, a 5-point scale comprised of 6 items for each of 5 areas of self concept arranged in pairs of positive and negative statements at either end of a continuum (I'm pretty smart. I'm not very smart), and the Picture Story Test, comprised of 11 simple black and white drawings depicting school scenes, were developed for eliciting behavior upon which inferred self concept could be based. These tests were administered twice to 30 6th grade urban children, first by the experimenters in anonymity and confidence, and then by the teacher. It was concluded that there was a significant difference ($p < .01$) between the self report and the inferred self concept when confidentiality was not promised. The teacher tended to view the inferred self concept as a more accurate description of her pupils ($p < .02$) when asked to select either the inferred self concept or the self report as the most accurate description of the child. Therefore, the assertion that self report and self concept is different was substantiated by the research. The picture story approach offers a means of quickly gaining information which is as good as knowledge accumulated over a longer time through informal association with children.

Parsons, J. & Ruble, D. Attributional processes related to the development of achievement-related affect and expectancy. Paper presented at APA, Hawaii, 1972 (See Ruble).

Piers, E. V. & Harris, D. B. Age and other correlates of self-concept in children. Journal of Educational Psychology, 1964, 55, 91-95.

Piers, E. V. & Harris, D. B. The Piers-Harris children's self concept scale. Nashville, Tennesee: Counselor Recordings and Tests, 1969.

Poultney, J. McG. An exploration of possible relationships between self reinforcement, self-concept, and performance. Dissertation Abstracts International, 1970, 31 (3-B).

A paragraph-story technique called "Pretend you are Billy (or Nancy) was used with 34 4-5 year old children to determine the relationships among self-concept, elicited verbal self reinforcement, and performance on specific tasks. The child was put in the position of having to make a forced choice between positive or negative verbal self reinforcement. Two WPPSI subtests were presented to each child. After each task, a self reinforcement was elicited by asking the child, "If you were Billy (Nancy), what would you say?" Then the Bolea, Barnes, and Felker Pictorial Self-Concept Scale (a non verbal measure consisting of 50 cards depicting a particular child in various situations) was administered. No reliable correlations were established between any two of the 3 variables investigated

Proshansky, H. M. The development of intergroup attitudes. In L. W. & M. L. Hoffman (Eds.), Review of child development Research, New York: Russell Sage Foundation, 1966, 311-372.

An excellent review of the literature related to the development of ethnic prejudice and conflict; from its earliest roots in the nursery school to adult manifestations.

Proshansky, H. M. & Newton, P. The nature and meaning of Negro self-identity. In M. Deutsch, I. Katz and A. Jensen (Eds.) Social class, race and psychological development. New York: Holt, Rinehart and Winston, 1968, 178-218.

Covering various issues associated with Negro race identity, the authors report a wealth of research under rubrics which include racial conceptions, racial evaluations, sources and consequences of conflict, the Negro self-image, personality adjustment, and achievement orientations. The essential position is expressed in the statement: "In the light of the grim facts the young Negro child learns about his race, his rejection of his own group and his preference for Whites are readily understandable. This tendency to prefer Whites and reject Negroes...is revealed in sharper detail when Negro children are confronted directly with the task of "identifying themselves."

There are a number of studies which indicate that in recent years there has been an increase in more positive racial identity about the age of 6 or 7 years. However, the "school ecology", that is, the distribution or mix of ethnic group memberships within a school, the attitude of teachers, and the content of the curriculum, are crucial factors in building a Black identity which will foster "dignity and respect in the face of bigotry and discrimination."

Purkey, W. W. The self and academic achievement. Research Bulletin of the Florida Educational Research and Development Council, University of Florida, Gainesville, Florida, 1967.

The self is defined as all of the beliefs, attitudes, and opinions which an individual holds about himself. It is a social product, growing out of the individual's interaction and communication with his environment. The individual's perceptions of himself and his environment will determine his behavior. The self determines what is perceived, and the closer the experience to self, the greater its effect, and school experiences can alter the perception of self. Thus learning is more rapid if it is perceived by the learner as related to positive aspects of self. The author presents a theory which encompasses self, its pervasive influence, the relationship between self and academic achievement, and an analysis of the task of the teacher in building positive and accurate self-concept. Purkey points out that when children are

surrounded by criticism, prejudice, overprotection, and hate, they develop negative self-concepts. To prevent negative self-concepts children must be given positive, realistic, and successful experiences. Changes in self-concept are brought about by significant people. Teachers are among the most significant people in the lives of children; they are responsible for developing individuals with positive self-concepts.

Purkey, W. W. The search for self: Evaluating student self-concepts. The Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida, September, 1968.

This book presents an introduction to self-theory. The self is divided into that which is organized, a complex system of conscious belief which an individual holds true about himself, each with a corresponding value; the dynamic, which generalizes success and failures for consistency; and the learned, the clarity of awareness, command of adequate expression symbols, social expectancy, cooperation, freedom from threat etc. It is the third category that is evaluated in studies of self-concept.

The second part of the book is a review of various self-concept instruments. Included are: Coopersmith's Self-Esteem Inventory (SEI); Waetjen's Self-Concept as a Learner (SCAL); Bledsoe's Self-Concept Scale (BSCS); Davidson and Greenberg's Self Appraisal Scale (SAS); Gordon's How I See Myself; Piers-Harris' Self-Concept Scale; Stevenson's Q-Sort; Osgood's Semantic Differential; Fitt's Tennessee Self Concept Scale; and Gough's California Psychological Inventory (CPI). There are no right or wrong answers to these tests. Purkey suggests that items should be read aloud to little children and administered under non-threatening conditions.

The Purkey modification of Combs & Soper's Scale for Inferring Self Concept is presented as a method of observation.

Purkey, W. W. & Creese, M. Z. Building self-esteem in students. University of Florida, Gainesville, Florida, 1969.

During the summer of 1968, a survey was conducted of the practical experiences of 60 teachers. They were asked to list specific actions which they had taken to build self-esteem in their students. From the results the following categories were developed: 1) Warmth, 2) Respect, 3) Success, and 4) Control. Questions under each category, listed for the teacher to consider, suggest ways in which a teacher's positive attitude toward students may be put into practice.

Rymer, E. Race and sex identification in preschool children. University of California at Los Angeles, Center for Head Start Evaluation and Research, 1960, ED 041 634.

Several hypotheses related to the degree of race and sex identification and preference in disadvantaged Black and White preschool children were tested. A 96-item paired picture selection task, made up of 13 sub-scales, was developed and administered to 168 four-year-old, Black and White children in 13 Head Start and Day Care Centers in the Los Angeles area. It was found that White children identified with their own sex more than did black children; White children identified with their own race while Black children also identified with White figures; White and Black children showed strong preference for White racial figures; when Black examiners administered the test, Black subjects did not show any increase in preference for their own race; although boys preferred their own sex with considerably less strength than girls, there was no difference between the sex preference of Black and White boys; on race/sex identification and preference sub-tests, all groups used sex as the dominant criterion for selection. Opposite race, however, was a confounding factor in these sub-tests; there appeared to be no relationship between preference for a White figure and the child's expressed preference for color; and a "good-bad switch scale," which was built into the test as an internal check, showed that about one-half of all the children pointed to the same picture whether it was labeled "good" or "bad."

Reali, N. & Hall, V. Effect of success and failure on the reflective and impulsive child. Developmental Psychology, 1970, 3, 392-402.

A modified version of the Delay of Recall Test was administered to 56 reflective and 56 impulsive 3rd grade boys to assess the effect of success and failure on decision time and expectancy of success under varying conditions of imposed success and failure. Results indicated no difference in the way in which impulsive or reflective children react to success and failure experiences. With both types of children there was an increased expectancy of success after success, and a lowering after failure. However, the reflective children took longer to make decisions than their impulsive counterparts.

Reed, L. Achievement motivation and self-attribution related to school achievement. Master's Thesis. University of California, Los Angeles, 1970.

The relationship between achievement motivation and attribution of success and failure in school achievement was investigated with 266 boys and 257 girls in 4-6th grades in 3 schools serving primarily White urban middle-class populations. A children's achievement

motivation scale and the Crandall Intellectual Achievement Responsibility Questionnaire were administered. Achievers and underachievers were defined by the discrepancy between the actual grade placement and that which would have been predicted on the basis of scores on the California Test of Mental Maturity and the California Achievement Tests.

The results indicated that children high in achievement motivation have a greater belief in self-responsibility for success or failure than do children low in achievement motivation. The children high in need for achievement are more likely to take credit for their successes only. Contrary to expectation, the low group rather than the high group were more apt to attribute success to ability and failure to a lack of effort.

With children in the normal IQ range, achievers tend to feel more self-responsibility for all their academic outcomes than do underachievers, but the difference is significant only with respect to their successes. Achievers also attribute failure more to lack of effort than do the underachievers.

The data supported the hypothesis that children high in achievement motivation and high in internality for success tend to be achievers, and subjects low in need for achievement and low in internality for success tend to be underachievers.

Reichenberg-Hackett, W. A sociometric technique for preschool children and its use in the study of individual child behavior. Journal of Humanistic Psychology, 1963, 3, 44-59.

Observation periods of 45 minutes, during which verbal and physical contacts with others are recorded, are used to develop a sociogram from which interactions are generalized to the following categories: self assertiveness, aggressive behavior, hostility, submissive, domineering, cooperative, and sympathetic. The usefulness of the technique was illustrated by applying it to the case of a blind girl whose social adjustment within a group of seeing children was studied.

Reimanis, G. Effects of experimental IE modification techniques and home environment variables on IE. Paper presented at the Annual Convention of the American Psychological Association, Washington, D. C., 1971, ED 057 899.

The hypothesis that a warm, supportive, and consistent or stable home environment relates positively to internal control was only partially supported. Support was found for a second hypothesis, also derived from locus of control theory, that increase in an individual's observation and experience of behavior-effect contingencies give rise to more internality. There were sex

differences in all samples with respect to the internal controls. For males, a warm supportive, and consistent home environment related positively to internality. For females, less stable home conditions force girls to seek more self-reliance and become more internal. Internal reinforcement control increased after a course of instruction directed at the modification of perceived locus of control.

Reimanis, G. Teacher-pupil interaction and achievement striving in the kindergarten. Psychology in the Schools, 1970, 7, 179-183.

The achievement behavior of 45 kindergarten boys who had been rated as to their degree of internal reinforcement control (IRC) was observed. It was found that the achievement striving of high IRC boys was significantly related to the ratio of teachers' approval over disapproval. Low IRC boys needed frequent positive approval to become achievement oriented.

Robertson, D. J. The effects of an intergrade tutoring experience on tutor self-concept. Paper presented at the Annual Conference of the California Educational Research Association San Diego, 1971, ED 059 769.

The effects of an intergrade tutoring experience on the self-concepts of 93 fifth-grade students who tutored 31 first-grade students in the attainment of sight words are described. The study tested and analyzed the hypothesis that there will be no significant difference in the posttest semantic differential mean scores among groups on the concept "Self." Two experimental groups and one control group were used. A modified Pretest-Posttest Control Group Design was employed. The actual tutorial sessions were held 30 minutes per day, three days per week over a two-month period. The semantic differential was used to assess the self-concepts of the fifth-grade subjects, and a distinct, one-way analysis of variance was applied to test the null hypothesis. The results indicated that the fifth-grade student tutors developed significantly different and more positive self-concepts. Factors that contributed to this result were that the student tutors were thoroughly trained in tutoring behaviors and procedures, given a well-defined set of tasks to accomplish, given demonstrations on how to employ the program materials, provided with opportunities to role play the part of the first grader and the fifth grader, informed as to the purposes and expected outcomes of the program, and directly involved in the evaluation process.

Rosen, B. E. Gratification patterns and the perception of locus of control in young children. Dissertation Abstracts, 1969, 29-B, 4853-B.

Rosen, B. E. Socialization and achievement motivation in Brazil. Sociological Review, 1962, 27, 612-624.

Rothenberg, B. B. Children's social sensitivity and the relationship to interpersonal competence, intrapersonal comfort, and intellectual level. Developmental Psychology, 1970, 2, 335-350.

Social sensitivity, that is, the ability to accurately perceive and comprehend the behavior, feelings, and motives of other individuals, was measured using a series of four tape-recorded stories depicting two adults in happy, angry, anxious, and sad interactions. 108 3rd and 5th grade children were asked to describe the feelings and motives of the portrayed characters. Age, intellectual ability, and interpersonal adjustment were seen to contribute most to the development of accurate social perceptions. Surprisingly, there were no significant effects on social sensitivity due to sex, ordinal position, or size of family. The importance of the methodology used to measure social sensitivity, especially the nature of the interactions, and possible future directions for this research are discussed.

Rotter, J. B. Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs, 1966, 80, 1-28.

Rotter, J. B. & Wickens, D. D. The consistency and generality of ratings of "social aggressiveness" made from observations of role playing situations. Journal of Consulting Psychology, 1948, 12, 234-239.

Ruble, D. N. & Nakamura, C. Y. Outerdirectedness as a problem-solving approach in relation to developmental level and selected task variables. Child Development (in Press, 1972).

This study examined variables related to problem-solving approaches of young children, using the theoretical framework provided by Zigler and his collaborators in their work on outerdirectedness. Four aspects of outerdirectedness were examined: developmental trends, effects of different types of reinforcement, effects of task difficulty, and pride in accomplishment. It was found that outerdirectedness: (1) decreased with age; (2) increased when the task was described as difficult; and (3) was associated with pride ratings of children. In regard to types of reinforcement, it was found that effectiveness of intrinsic reinforcement increased with age.

Ruble, D. N. & Nakamura, C. Y. Outerdirectedness as a problem-solving approach in relation to developmental level and selected task variables. 1972.

Ruble, D. N. & Nakamura, C. Y. Task vs. social orientation in young children and their attention to relevant social cues. Child Development, 1972, 43, 471-480.

This study examined how relevant cues given by an experimenter might differentially affect the performance of task versus socially oriented children on two games. On the basis of past research, two independent variables were chosen: field dependence-independence and sex. It was expected that field-dependent children and girls would tend to be more socially oriented and therefore more responsive to social cues, while field-independent children and boys would tend to be more task oriented and therefore less responsive to social cues. The results supported the expectations regarding field dependence-independence but failed to support those regarding sex differences.

Ruble, D. N. & Nakamura, C. Y. Young children's taks vs social orientations. University of California, Los Angeles. Research report, Early Childhood Research Center, 1971.

The purpose of this study was to examine young children's tendencies to be task or socially oriented in an experimental situation. On the basis of past research, two independent bariables were chosen: field dependence-independence and sex. It was expected that field-dependent subjects and girls would tend to be more socially oriented, while field-independent subjects and boys would tend to be more task oriented. The results from the two experimental tasks used generally failed to confirm this hypothesis. There were no significant differences in amount of imitation on the first task; and, on the second task, only the boys tended to utilize the social cue that could facilitate their performance on the second part of the task. However, field-dependent subjects did glance more at the experimenter and were more verbally dependent, in accord with the general prediction. With regard to these last results, the possibility that social orientation may sometimes serve as a task-avoidant strategy is discussed.

St. John, N. Thirty-six teachers: Their characteristics, and outcomes for Black and White pupils. Paper presented at annual meeting, AERA, New York, 1971, ED 048 101.

A study investigated the academic growth, self concept, and interracial friendship behavior of 956 Black and White sixth graders under teachers of varying characteristics. The major independent variable was teacher characteristics, the independent variables were four measures of the academic growth of pupils and four measures of their attitudes. After one week's observation researchers rated the 36 White teachers on 13 dimensions using Ryans' (1960) Characteristics of Teachers Scale. Validity of ratings was measured by examination of narratives and interview protocols and by comparison of ratings of first/second observers and observer/mother. Factor analysis of

ratings revealed three clusters of characteristics ("child-orientation," "task-orientation," and "fairness") that were unrelated to background characteristics of teachers or ability level of pupils. Relationships were examined by means of zero order correlations, analysis of variance, and multiple regression analysis. For Black pupils, child-orientation correlated significantly with reading growth and fairness with improved conduct. Between-classroom variance in Black reading scores nearly doubled from fall to spring. The relationship of teacher characteristics and pupil outcomes did not diminish when the effects of sex, IQ, family SES, and classroom SES and percentage white were removed through multiple regression analysis. Conclusion: Minority group children appear to be responsive to teachers with interpersonal skill, rather than subject-competence.

Schachter, F. F., Cooper, A., & Gordet, R. A method of assessing personality development for follow-up evaluations of the preschool child. Monographs of the Society for Research in Child Development, 1968, 33.

This paper presents a methodology which could provide the basis for assessing personality development spanning five age levels: Toddler, 1-1/2 - 3 years; Preschool, 3 to 4-1/2; Kindergarten, 4-1/2 to 6-1/2; School Age: and Adolescence and Maturity. The method involves a modified Q-sort with new items added at successive age levels. The Child Development Center Q-Sort (CDCQ) was constructed to follow a group of children attending a psychotherapeutic nursery school at the Child Development Center. The method was specifically selected to provide age norms with which to assess personality development. From the obtained norms, an index of deviant development, to provide personality typologies at each phase of development, and to reduce data without sacrificing comprehensiveness, was developed. The paper describes the scale construction and includes a reliability and validity study with 16 preschool children.

Sisk, D. A. The relationship between self concept and creative thinking of elementary school children. Doctoral Dissertation. University of California, Los Angeles, 1966.

Sixth grade children were randomly assigned, as class units, to one of two treatments (self knowledge exercises and discussion, or non-self knowledge exercises and discussion; or to no excercises and discussion).

The Guilford tests, Names for Stories and Ways to Use It, and Bills Index of Adjustment and Values, were administered at the end of a five-week experimental period. Measures of ability were obtained from school files. A full factorial analysis of variance design for unequal cells was used.

The hypothesis that the self knowledge exercises and discussion group would perform significantly higher on measures of creative thinking than would the group receiving no exercises, or the group receiving exercises and discussion of non-specialized topics, was partially substantiated in that there were significant differences on the measures of fluency and flexibility between the self knowledge exercises group and the non-self knowledge exercises group. There was also significant difference on the measures of flexibility between the students who had self knowledge exercises and the students who had no exercises and discussion.

The hypothesis that there would be significant differences on all three creative thinking measures between high and low self concept students was partially substantiated in that high self concept students were found to perform at a significantly higher level on originality and flexibility than low ability students.

There was no support for the hypothesis that low ability students with high self concepts would perform at a higher level on creative measures than students with low ability and low self concepts, while students with low self concepts and high ability would perform at a lower level than students of high ability and high self concept.

The findings of the study point to the importance of viewing creative thinking as a multi-faceted concept, since the measures of creative thinking interact independently of one another with the treatment groups. This would suggest that schools need to plan individualized programs for developing specific components within the creative domain.

Smith, C. P. (Ed.) Achievement-related motives in children. New York: Russell Sage Foundation, 1969.

Four extensive reports originally presented at a research conference in New York, October, 1967, are the basis of this text concerned with how a child develops a desire to do well in activities he undertakes, and how he becomes apprehensive about the possibility of doing poorly. Specifically, the question asked is: at any one age, what situational and personality factors influence a child's goal setting, persistence at tasks, performance in achievement situations, and reactions to success and failure. Chapters by V. C. Crandall, S. C. Feld and J. Lewis, C. P. Smith, and J. Veroff, attempt to provide answers in terms of expectancies of academic attainment, sensitivity to evaluations of others, independence training, and apprehensiveness about failure. Comments on the research have been prepared by J. W. Atkinson, H. W. Moss, and S. B. Saronson.

Smith, M. B. Competence and socialization. In J. A. Clausen (Ed.) Socialization and society. Boston: Little, Brown, 1968.

The committee on Socialization and Social Structure considered the topic of socialization for competence within the context of contemporary social action. Its concerns ranged from the effects of early experience on the neonate to the evocation of competence among citizens of newly independent developing nations. In an attempt to see the bearing of socialization on the origins and development of competence from a more coherent perspective than was possible at the conference, the chapter includes a conceptualization of the competent self and then follows with sections on the early development of competence; social approval, social comparison and intrinsic motivation, social structure and competence.

Soares, A. T. & Soares, L. M. Self-perception of culturally disadvantaged children. American Educational Research Journal, 1969, 6, 31-45.

229 segregated children in a disadvantaged area and 285 in an advantaged area in the same urban school system were studied. The advantaged population was 90% White and 10% minority whereas the less advantaged were 1/3 White and 2/3 Negro and Puerto Rican. The Soares & Soares self-concept scale consisting of 20 bi-polar items on a 4-point scale was used to assess self-concept, ideal self-concept and self as child thought peers, parents, and teachers perceived him. Contrary to expectation, the analyses of variance indicated that the disadvantaged children had higher self perceptions than the advantaged. Although no main effects for sex were evident, there were some sex by SES interactions: advantaged girls were higher than advantaged boys and disadvantaged boys were higher than disadvantaged girls. A number of speculations are advanced for these findings.

Solkoff, N. Race of experimenter as a variable in research with children. Developmental Psychology, 1972, 7, 70-75.

The effects of an examiner's race on the intellectual performance of 112 Black children and 112 White children were studied. Each of eight female examiners, four Black and four White, administered the Wechsler Intelligence Scale for Children (WISC) and the Sarason Test Anxiety Scale to 14 Black and 14 White children, all between the ages of 8 and 11. There was an equal number of boys and girls in each racial group. The main effect of the child's race was significant for all of the WISC subtests, with the exception of Comprehension, Arithmetic, and Coding, as well as for the Verbal, Performance, and Full Scale IQs. In all cases, the Black children

scored lower than the Whites. Race of examiner was a significant effect on the Comprehension and Picture Completion subtests, and on the Verbal, Performance, and Full Scale IQs with the Black examiners producing the highest scores. There was a significant main effect of the sex of the child on three subtests: Boys obtained higher scores on Picture Completion and Object Assembly while girls were higher on coding. Finally a significant Race of Child X Race of Examiner interaction occurred on only the Information subtest. There were no significant main effects or interactions in relation to the anxiety measure.

Solomon, D. The generality of children's achievement-related behavior. Journal of Genetic Psychology, 1969, 114, 109-125.

Sparling, J. J. The etiology of self-esteem in childhood and adolescence. Dissertation Abstracts, 1968, 29-A, 820-A.

For the present investigation 135 children were selected from those originally studied by Ketcham and Morse in Cooperative Research Project 1286. These students were from the University School, The University of Michigan, Ann Arbor. Their grade placement ranges were from third to eleventh grade. Fifteen children per cell were assigned in a 3 X 3 factorial design. Self esteem (Coopersmith) and academic achievement (Educational Age) were the two factors in the research design. Twenty-six personal, social, growth, and intellectual variables were explored through techniques of intercorrelation, two-way analysis of variance, and multiple regression. In addition, longitudinal achievement histories were examined for selected students, and data simulated for selected variables.

Two groups of variables notable for their lack of significant differences are the variables which measure Needs and the variables which measure perceptions of the Learning Environment.

Variables which exhibit statistically significant differences (.05 or .01 level) associated with self esteem are: Flexibility (of social climate), Acceptance Received, Social Climate Index, Absence of School Anxiety, Mental Health Index, and Chronological Age.

Variables which exhibit statistically significant differences associated with academic achievement are: Mental Health, Self Norms, PMA IQ and Individual IQ, and Organismic Quotient. Individual IQ is the only variable which exhibits an effect related to the interaction of self esteem and academic achievement.

The multiple regression technique reveals that prediction of academic achievement for children exhibiting low self esteem is probably best accomplished in a different manner from across-the-board prediction.. The effect of segregation of students into self esteem groups shows promise of improving the usefulness of Personal-Social variables in prediction and should be studied further.

Through data simulation, specific information is gained on which to base expectations for future experiments aimed at improving self esteem.

A broad hypothesis is generated which provides explanations for observed differences in self esteem. The hypothesis suggests that many factors interact through time to progressively produce more and more patterns or types of self esteem. Nine types of self esteem (each associated with a particular level of academic achievement) are postulated. Associated with Low Self Esteem are the Self-deprecated Type, Rejected Type, and Dissonant Type. Associated with Average Self Esteem are the Cool Type, the Average Type and the Detached Type. Associated with the High Self Esteem are the Self-satisfied A Type, the Self-satisfied B Type and the Hopeful Type. Four stages in the development of these differentiations are described and diagramatically presented.

Finally, the possibility of academic improvement or remediation for students with the Dissonant Type of low self esteem is predicted. A list of eight characteristics associated with the Dissonant Type is presented. These characteristics might be used to identify individuals of this Type through the computer search technique.

Spaulding, R. L. A social learning approach to early childhood education. Duke University, Durham, N. C.; Durham Education Improvement Program, 1968 (PS 002 911).

Durham Education Improvement Program (EIP) seeks to counteract early stimulation deprivation with a classroom experience based on the reinforcement principles from social learning theory. The EIP classroom emphasizes both warm, personal attention from the teacher and carefully structured, concrete environments that invite exploration, language, and thought. Development of self control and intrinsic reinforcement through intellectual competence are classroom goals. A punishment is avoided except in cases of personal or property damage, and even then only consists of 3 to 5 minutes of isolation. Since teaching in an EIP classroom requires certain specialized skills, EIP teachers are trained in behavior analysis (through use of the Coping Analysis Schedule for Educational Settings) and reinforcement procedures. Initial program data (obtained through observations of behavior) show gains in socialization and readiness for academic instruction. Gains in intelligence has been noted for children who have been exposed to EIP programming for three years. Investigations will continue to assess the stability of behavioral changes.

Spaulding, R. L. Changing the learning patterns of the culturally different. Duke University, Durham, N. C., Education Improvement Program, 1969 (PS 003 436).

Expanding on the previous report, this paper on the work of the Durham Education Improvement Program (EIP) is concerned with the development of new organizational patterns and instructional systems in ongoing classrooms which would foster the educational and social development of disadvantaged North Carolina children. A small-scale model school system (consisting of three schools in target areas and a laboratory school) was created to serve 200 to 300 children from ages 2 through 10. The overall strategy for the program's five-year plan is to develop new organizational patterns and procedures, introduce new techniques of instruction to and through the laboratory facility to the target area schools, create a series of preschool classes, and develop special teacher training procedures for use in target area ungraded primary and preschool classes. Effects of the program are to be evaluated by a series of tests given before and after each special intervention as well as by a series of intelligence and achievement tests administered over the full length of each child's involvement in EIP classes. A 3-volume summary of the project is now available. (1972)

Spaulding, R. L. The Southside experiment in personalized education. Duke University, Durham, N. C. Education Improvement Program, 1969 (PS 003 417).

In order to provide more participation by students in making the day-to-day decisions of academic life, the Southside School in Durham, North Carolina is presently involved in a 5-year experimental program for disadvantaged children. A part of that program is a pilot project of individualized instruction which permits continuous progress with increasing degrees of freedom, responsibility, and decision-making on the part of the students. The project, called Personalized Educational Programming, involves 60 first-, second-, and third-graders who are grouped into four family groups or "prides" that meet periodically for planning or group activity. Each child plans his own daily schedule with the assistance of a teacher and within the specific time constraints and subject requirements for that day. Guidelines, suggested projects, and sample schedules are posted for students' perusal. The amount of freedom and autonomy an individual student is permitted depends on his past demonstrations of personal responsibility.

Spear, P. S. Motivational effects of praise and criticism on children's learning. Developmental Psychology, 1970, 3, 124-132.

60 first grade and 60 fifth grade boys learned either an easy or difficult 2-choice simultaneous discrimination task, consisting of 10 pairs, under one of 4 reinforcement conditions (praise, criticism, irrelevant comments, and silence). 2 female adult experimenters, each testing 30 subjects at each age level, administered social reinforcement during the first 3 trials. Knowledge of results was provided independently after each response. The results of a 2 (task difficulty) x 2 (age) x 2 (experimenter) x 4 (reinforcing condition) factorial design suggested approval and disapproval affect the subject's motivational level (measured by rate of responding) rather than learning (assessed by acquisition measure). Response rates of younger boys were more affected by approval and disapproval than those of older boys. The first grade disapproval condition group was slower than both the 1st grade praise and control groups ($p < .05$ in phase I and $p < .025$ in phase II) who did not differ from each other. There were no significant effects of reinforcement for either older or younger subjects. Acquisition performance was not differentially affected by praise or criticism except for 1st grade boys tested by Experimenter 1.

Stabler, J. R. The relationship between race and perception of racially-related stimuli in preschool children. National Science Foundation, Washington, D. C.; Office of Economic Opportunity, Washington, D. C. 1967, ED 030 483.

Research evidence indicates that racial awareness, including differential preference based on such an awareness, is quite pervasive and develops very early in life. In an effort to investigate the existence of racial awareness as manifested in differential preference in preschool children, this two-part study was conducted. In part one, 40 objects considered to have differential affective qualities, on the basis of race, were evaluated as good or bad by 37 Negro Head Start children and 30 preschool White children. No significant differences in evaluation of the objects between the two races were found. In part two, 15 of the children of each race were asked to guess in which of two closed boxes, white and black, each of the 22 most clearly evaluated objects of the original 40 were to be found. It was hypothesized that the children's racial attitudes would be indirectly indicated by a finding that the children put negatively evaluated objects in the black box and positive objects in the white box. This hypothesis was supported, only more so for the White children than the Black children. The comments of the children supported the hypothesis that racial attitudes determined the guessing of certain objects as being in a certain box.

Stern, C. How children feel about themselves: the Achilles heel of measurement. Paper presented at annual meeting of National Association for the Education of Young Children, Boston, 1970.

Although early childhood educators generally emphasize the importance of the social-emotional areas of development, there are at present no adequate instruments for assessing this area of behavior with young children. The question of measurement has become extremely critical with the current need to evaluate different "planned variations" approaches to compensatory education programs. The present paper reviews recent efforts within two different techniques for assessing affective development: observational and self-report.

Stivers, E. & Kowatrakul, S. Increasing children's achievement-oriented behavior in Nursery school. Project report, Child Development Research and Evaluation Center for Head Start. Philadelphia: Temple University, 1968.

Of 35 Head Start boys and girls, 13 matched pairs were assigned to either an experimental or control group. The experimental group was given 51 days of achievement training associated with achievement overestimation for their mothers. There were 4 types of input: goal setting, achievement language, task feedback, and reinforcement for success. After training there were no statistically significant between-group differences on 2 tests of achievement-oriented behavior, a Beanbag toss variation of the Ring Toss used by McClelland, and the Aronson Graphic Expression Measure of Need for Achievement.

Sweet, J. E. & Thornberg, K. R. Preschoolers' self and social identity within the family structure. Journal of Negro Education, 40, 1, 22-27.

This investigation focused upon the young child's comprehension of family structure. Two instruments were individually administered to the 123 Black, White and Oriental nursery school and kindergarten children. The first was a discrimination task where 2 sets of colored photos of unfamiliar children of similar age were presented: a) 5 pictures of the same race and sex with the child's own picture, and b) 6 males and 6 females of 3 ethnic groups (Black, White, and Oriental) on a 3 x 4 matrix. The child was asked to select himself on the first and the child who looked most like him on the second. The second instrument was recognition of familial labels wherein 5 siblings in a living room with their parents were presented. The Black children were shown a Black family, the White children a White family, etc. They were asked to identify the names of the family members and to apply the pictures to their own family relationships. The hypotheses were: 1) young children identify themselves

with others of their own sex more frequently than with those of the same race and opposite sex, 2) familial task scores increase with age, 3) levels of comprehension of familial labels are equal for Blacks and Whites within each age group, 4) children with a clearer understanding of familial labels were from families of 3 or less, and 5) an equal proportion of White and Black children include themselves as a member of his own family. An analysis of the 71-items yielded the following results. Age was found to be significant, 5 year olds did better than 4 year olds, who did better than 3 year olds (p .05). There were significant differences between Black and White children in their ability to identify and understand familial labels (p .05). The levels of comprehension were not equal for Blacks and Whites within the same age group. White children scored significantly higher; however, White and Black 5 year old males scored equally well. There were no significant differences between size of family and scores. A similar number of 3 year old Black and White children included themselves as members of the family (p .75), but at 4 years more Whites included themselves than Blacks (p .02). At each age level White children scored significantly higher than the familial task than Blacks and there were no significant differences between boys and girls in the performance scores for this concept.

Thomas, W. L. The Thomas self-concept values test 1967. (Available from: Educational Services Company, P. O. Box 1882, Grand Rapids, Michigan, 49501.) (ED 027 068)

The Thomas scale is based upon theories of self developed by Mead & Sullivan. It postulates 14 theoretical factors such as happiness, size of thigs, independence, etc. A photo of the child is taken and the child asked to report how he thinks his mother, teacher, classmates, and self view him (as represented by the photograph). Data on validity and reliability are based on 34 Head Start children.

Todd, J. & Nakamura, C. Interactive effects of informational and affective components of social and nonsocial reinforcers on independent and dependent children. Child Development, 1970 41, 365-376.

Hypotheses related to a social drive theory of dependence were evaluated in 3 experiments. First, dependent and independent children, 26 boys and 28 girls average age of 6-4 from the University Elementary School, were socially reinforced with combinations of informational and affective components of social reinforcers and a nonsocial reinforcer. As expected, performance of dependent children deteriorated under discrepant affect and information, indicating greater responsiveness to the more socially affective component. Independent children performed well under social reinforcement, but unexpectedly performed poorly under nonsocial reinforcement.

2 experiments investigated reasons for the latter finding. The effect was not due to lack of motivation but rather to a contrast effect. Children performed better under the nonsocial reinforcer when it was preceded by negatively than by positively reinforcing pretreatment.

Trickett, H. Stability and predictability of children's self-concept and perceptions by others: A developmental study. Dissertation Abstracts, 1969, 29, 2577.

To investigate stability, predictability, causal relationships, and interrelations of 4 variables (physical ability, physical appearance, school subjects, and enthusiasm) as evaluated by self, peers, and teachers over a four year period, 2 assessments were made on 42 upper to middle class children. The first was made in 1st and 2nd grade, the 2nd 4 years later in 5th and 6th grades. For self-concept and peer rating data, in the 1st and 2nd grades, individual interviews were made, and paper-pencil inventories were administered to the 5th and 6th grades in class groups. Teacher ratings for both assessment periods were done on a normalized scale on each of the variables. Self-concept variables produced a homogeneity of interrelations (higher coefficients of similar levels of significance) in 5th and 6th grades but not in 1st and 2nd. Peer and teacher ratings each had more significant interrelations during the 2nd period, but they did produce some strong relationships in the 1st period, unlike self-concept. The findings indicate that self-concept, as measured in this study, does change between the ages of 6 and 7 and 10 and 11. The data do not reveal at what age before 10 these aspects of self-concept stabilize. Changes in self-concept may have been due, in part to the cues which the primary grade child received from his referents--school peers and teachers. Because this self-concept was emergent in the new primary grade experiences, it appeared to lack the homogeneity it later gained from four years of school experiences and from acceptance of peers and teachers as significant others.

Veroff, J. Theoretical background for studying the origins of human motivational dispositions. Merrill-Palmer Quarterly, 1965, 11, 3-18.

Villas-Boas, M. C. C. A study of the motivational role of self-concept and locus of control in creative children. Dissertation Abstracts, 1968, 29, (1-b), 400.

To investigate some personality characteristics which might be thought to play a motivational role in children's creativity, a study was carried out with 325 sixth graders with a middle or upper middle-class socio-economic background.

Locus of control was measured by Crandall's Internal Achievement Responsibility Questionnaire, which measures two aspects of internal responsibility: assuming credit for successes, and taking blame for failures. Aspects of the self-concept were measured by three clusters extracted from Coopersmith's Self-Esteem Scale: self-derogatory feelings, self-concept via social competence, and self-concept via compliance. The criteria for creativity were scores on problems developed by Crutchfield and Covington, which require creative skills for their solution. These problems require convergent and divergent operations, and independent indices were developed to measure each of these separately. Creative children were defined as those who scored high on both indices, and noncreative children as those who scored low on both indices. Academic achievement was controlled by dividing the children into four groups: High Achiever-Low Creative, High Achiever-High Creative, Low Achiever-Low Creative, Low Achiever-High Creative. The criteria for achievement were scores on achievement tests given routinely in the schools. Verbal IQ was also controlled.

The data were submitted to a four-way analysis of covariance, and *t*-test comparisons between the four groups were made. Only the variables of assuming credit, taking blame, and self-concept via social competence had a meaningful relationship with creativity. Creative children, regardless of their achievement level, have less self-concept via social competence than non-creative children. It may be that blame and credit do not indicate different aspects of internal responsibility, but rather reflect internal or external sources of achievement standards. The findings are that creative boys (but not creative girls) score higher on blame than their non-creative peers. Other studies have shown taking blame to be associated with field independence, which in turn is associated with analytic cognitive style. The analytic style, at least in the case of boys, requires a more reflective and less impulsive attitude. Since boys are characterized by taking blame for their failures, they are less willing to take unnecessary risks, and thus become more reflective and more concentrated on the ongoing processes of problem solving. This would mean a greater absorption in the process and a lesser concern for the product. A sense of failure seems more associated with the inability to exercise one's capacities to their full potential and the inability to find the solution for a problem one is struggling with, than with a concern for whether or not the product will be appreciated by others. Thus the interpretation was made that the measure of blame reflects an internal source of evaluative judgement. On the other hand, taking credit for ones own success may reflect more concern with the product than with the process, and may involve a dependence on the external evaluation of the products. If such were the case, this would explain why creative children, regardless of the level of achievement, assume less credit for their own successes than noncreative children.

When divergent and convergent thinking were considered separately, they did not relate to taking blame, assuming credit or self-concept via social competence, but when they were combined, they had a definitive relationship with those variables. This might indicate that creativity relies on the combination of these two operations. When convergent and divergent thinking were examined separately, it was found that divergent thinking correlates higher with the measures of academic achievement and verbal IQ than convergent thinking does.

Wash, B.D. The Black child's self-concept: A study of ten- and eleven-year olds varying in sex, socioeconomic background and integrated v.s. segregated school settings. Doctoral dissertation. University of California, Los Angeles, 1972.

The present exploratory-descriptive study was conducted to determine whether 120 ten- and eleven-year old Black boys and girls from two socioeconomic backgrounds (low-to-middle and middle-to-high) attending integrated or segregated schools reflected similar or dissimilar self-concepts. The study examined 5 hypothesized dimensions of self-concept: physical, social, racial, academic, and phenomenal; and their relationship to the independent variables of sex, socioeconomic status (SES) and school setting. An additional purpose of the research was to explore relationships between selected demographic variables, sex, SES and school setting.

Two instruments were devised: a Personal Data Sheet (PDS) to obtain information on the demographic variables, and a Self-Concept Rating Inventory (SCRI) to obtain the self-concept data. A factor analysis of the original 50 item (SCRI) scale revealed 4 rather than 5 self-concept factors: Physical-Social (Factor I), Academic-Schooling (Factor II), Physical-Identification (Factor III), and Racial-Status (Factor IV). T-test comparisons of factor scores yielded no significant differences between males versus females, between low versus high SES groups, or between children attending segregated, integrated-neighborhood or integrated-transported schools. When the SES level of the children was controlled across school settings, however, several statistically significant differences emerged.

In general it was found that: (1) high SES children in segregated schools displayed more positive self-concepts on Factors I and II than did high SES children in integrated schools; (2) high SES children in integrated-transported schools reflected higher self-concept scores on Factor II than did their counterparts in integrated-neighborhood schools; (3) low SES children in integrated-neighborhood schools had more positive self-concepts on Factors I, II, and IV than did low SES children in segregated schools; (4) low SES children in integrated-neighborhood schools displayed higher self-concepts on Factors II and IV than did those in integrated-transported schools; (5) within segregated schools, children from high SES backgrounds had more positive self-concepts on Factors I, II, and IV than did those from low SES backgrounds; and (6) within integrated-neighborhood schools, children from low SES backgrounds exhibited more positive self-concepts than did their high SES counterparts.

Results of this study were discussed in terms of their relevance for educational decision-making, with particular concern for the implications related to busing as a means of achieving school integration.

Wattenberg, W. W. Relation of self-concepts to beginning achievement in reading. Child Development, 1964, 35, 461-467.

Based on the reported association between poor self-concepts and reading disabilities, this exploratory study was an effort to determine which was the antecedent phenomenon. Measures of mental ability and self-concept were obtained for children in their first semester of kindergarten in 2 Detroit elementary schools. Two and one-half years later, measures were obtained of their progress in reading and the self-concept measures repeated. The measures of self-concept taken in kindergarten proved significantly predictive of progress in reading but not significantly related to mental test scores. Two aspects of self-concept, (a) feelings of competence and (b) feelings of personal worth, were noted.

Webbink, P. C. & Stedman, D. J. A comparative study of failure avoidance in culturally disadvantaged and non-culturally disadvantaged first grade children. Duke University, Durham, N. C., 1966, ED 044 170.

This study tests the hypothesis that culturally disadvantaged (CD) children would return more often to a completed task (one on which they had had previous success), while non-culturally disadvantaged (NCD) children would return more often to an incompleted task (to achieve closure or to re-try a task which they had previously failed.) Failure avoidance would be shown in CD children because of expectancy for and tolerance of failure in response to early environmental conditions which lack achievement motivation, with the opposite true of NCD children. 24 NCD children enrolled in a private school attended by upper middle class children were compared with 20 CD children enrolled in a public school attended by lower class children. Each group included two Negro children. Each child was individually given two puzzles to assemble within certain time limits. Failure was experimentally induced on one puzzle experience because the experimenter announced the time was up before puzzle completion, but success was allowed on the other puzzle experience because as much time was given as was needed for completion. After an interim period, the child was asked which puzzle he would like to make again. An analysis of the repetition choice data upheld the original hypothesis.

Weiner, B. Thoughts and actions associated with achievement motivation. Irish Journal of Education, 1969, 3, 105-116.

Weiner, B. Implications of the current theory of achievement motivation for research and performance in the classroom. Psychology in the Schools, 1967, 4, 164-171.

Weiner, B. Motivation. In R. L. Ebel (Ed.), Encyclopedia of educational research. (Fourth Edition). Toronto: (The Macmillan Company) Collier-Macmillan Canada, Ltd., 1969.

Weiner, B., Frieze, I., Kukla, A., Reed, L., Rest, S. & Rosenbaum, R. M. Perceiving the causes of success and failure. In Jones, E. E., Kanouse, D., Kelley, H. H., Nisbett, R., Valins, S., & Weiner, B. (Eds.). Perceiving the causes of behavior. New York: General Learning Press, 1971.

Weiner, B. & Frieze, I. Cue utilization and attributional judgments for success and failure. Journal of Personality, 1971, 39, 591-605.

Weiner, B., Heckhausen, H., Meyer, W. U., & Cook, R. E. Causal attributions and achievement motivation: A conceptual analysis of effort and reanalysis of locus of control. Journal of Personality and Social Psychology, 1972, 21, 239-248.

Weiner, B., & Kukla, A. An attributional analysis of achievement motivation. Journal of Personality and Social Psychology, 1970, 15, 1-20.

Weiner, B., & Peter, N. V. A cognitive-developmental analysis of achievement and moral judgments. Research paper, Early Childhood Research Center, University of California, Los Angeles, 1972.

Weiner, B., & Rosenbaum, R. M. Determinants of choice between achievement and nonachievement-related tasks. Journal of Experimental Research in Personality, 1965, 1, 114-122.

All the above references are part of a major research thrust related to a cognitive model of motivation developed by Weiner. Four components are postulated as major determinants of the actual and anticipated outcome of an achievement-related event: ability, effort, task difficulty, and luck. These factors may be classified as either internal or external sources of control, and as either stable or unstable elements. Evidence is reviewed which indicates the necessity of differentiating between these causal categories. The experiments cited provide evidence to support the theory that individuals are able to attribute the behavior of others, as well

as their personal behavior, to these four dimensions of causality. The perceptions about causality also are demonstrated to influence subjective expectancy of success, and are related to resistance to extinction.

The most recent in this series (Weiner & Peter) is a study in which 300 Black and White subjects aged 4-18 made moral and achievement evaluative judgments in 16 situations, differing according to the intent (effort) and ability of the person being judged, and in the objective consequences of the behavior. Analyses of variance revealed that the 3 evaluative dimensions of intent, ability, and outcome are systematically used in both achievement and moral appraisal. Further, there are highly significant age trends. In both the achievement and the moral conditions subjective intent replaces objective outcome as the main determinant of judgment. However, following the age of 12 in the achievement context objective outcome again becomes the more important determinant of evaluation. It is contended that society reinforces this more "primitive" developmental stage. Racial differences in the time of onset of the various stages were exhibited, although the sequence of evaluative stages was identical between racial and sex groupings. In addition, the data strongly support the position that achievement strivings are maintained by social reward, while moral behavior is controlled by social punishment.

Williams, D. E. Self-concept and verbal mental ability in Negro pre-school children. Dissertation Abstracts, 1969, 29-B, 3475 B.

181 pre-school Negro boys and girls were tested to determine the extent to which divergent socioeconomic backgrounds, and intact and father-absent homes affected their self-concept and verbal mental ability. A teacher-rating scale was used to provide data based upon observation as to the child's self-concept, competence, and ego-strength. The U-Scale, a non-verbal instrument designed to measure some aspects of the self-perception of preschool and kindergarten children, containing 53 plates for boys and 53 plates for girls, measured appearance, sex role, competence, and social relationships. Fimally, the Van Alstyne Picture Vocabulary Test, a non-verbal test of intelligence was used. In general the specific hypotheses regarding self-concept and verbal mental ability were not supported. Negro girls of urban de facto segregated samples from father-absent homes did not have significantly higher self-concepts than boys from the same setting. The findings were identical to that concerning the Negro boys and girls from father-present homes of the urban de facto segregated sample. The teachers' negative views of children's self-concept, competence, and ego-strength were attributed to disparate social origins.

Woolner, R. Preschool self-concept picture test (PS-CPT). Unpublished manuscript, 1968.

This nonverbal picture-type measure is composed of four separate but comparable forms, appropriate specifically for boys or girls of Black or Caucasian ethnicity. There are 10 pairs of pictures each of which presents a bi-polar characteristic, e.g. clean-dirty, or strong-weak. The child is asked to identify with one of the two pictures and then to indicate which one he would like to be. A discrepancy score is obtained. No information as to the size of the validation sample was reported.

Woolner, R. B. Kindergarten children's self concepts in relation to their kindergarten experiences. Unpublished Doctoral dissertation, Memphis State University, 1966.

Wylie, R. C. The self-concept: A critical survey of pertinent research literature. Lincoln, Nebraska: University of Nebraska Press, 1961.

The purpose of this book is to review critically the recent research literature in the area of "self psychology." The domain is broadly conceived to include studies of pertinence of a wide variety of theories which accord an important or even central role to the self concept. The goals of this overview are 1) to make an analysis of the requirements for adequate measurement and research design in this area; 2) to point out the limitations in method which recur frequently in the studies reviewed; 3) to summarize what appear to be reasonably safe conclusions after allowing for these limitations in method; 4) to bring out what is needed by way of future research. The book is organized in terms of measurement and research design problems, and clusters of empirical studies, rather than around the framework of any one theory.

The research literature under review ranges from 1924 to 1951 and includes: Adler, 1924; Angyal, 1941; Freud, 1950; Fromm, 1939; Horney, 1937; Lecky, 1945; Lynd, 1958; Maslow, 1954; Mead, 1934; McClelland, 1951; Rogers, 1951; Snygg & Combs, 1949; and Sullivan, 1947. Some of the theorists have been called phenomenological theorists because of their stress on the role of the conscious self concept in determining a person's behavior. In the present review, major emphasis is given to studies which pertain to this conscious self concept, sometimes called the "phenomenal self." To a lesser degree, attention is also given to investigations concerned with nonphenomenal constructs, e.g. the unconscious self concept.

Zirkel, P. A. Self-concept and the "disadvantage of ethnic group membership and mixture. Review of Educational Research, 1971, 41, 211-225.

A great deal has been said about the impaired self concept of disadvantaged children, based on very little empirical evidence. In this review of 116 of the most relevant works in this area, the author concludes that, while the findings are certainly inconclusive, it is clear that the ethnic group membership and mix may either enhance or depress the concept of the disadvantaged child. Whether the effect is positive or negative is determined to a large extent by society and the schools.

Zirkel, P. A. & Moses, E. G. Self-concept and ethnic group membership among public school studies. American Educational Research Journal, 1971, 8, 253-266.

The purpose of this study was to further investigate the possible relationship of self-concept with ethnic group membership and mixture in the school setting. One hundred twenty Negro, Puerto Rican, and White students were selected from the fifth and sixth grades of three schools, each of which had a different one of these ethnic groups in a majority. Results on the Coopersmith Self-Esteem Inventory indicated that the self-concept of these children was significantly affected by their ethnic group membership but not by the majority-minority mixture of the groups within the schools. The significant effect was ascribed to the lower self-concept of the Puerto Rican children in the study.